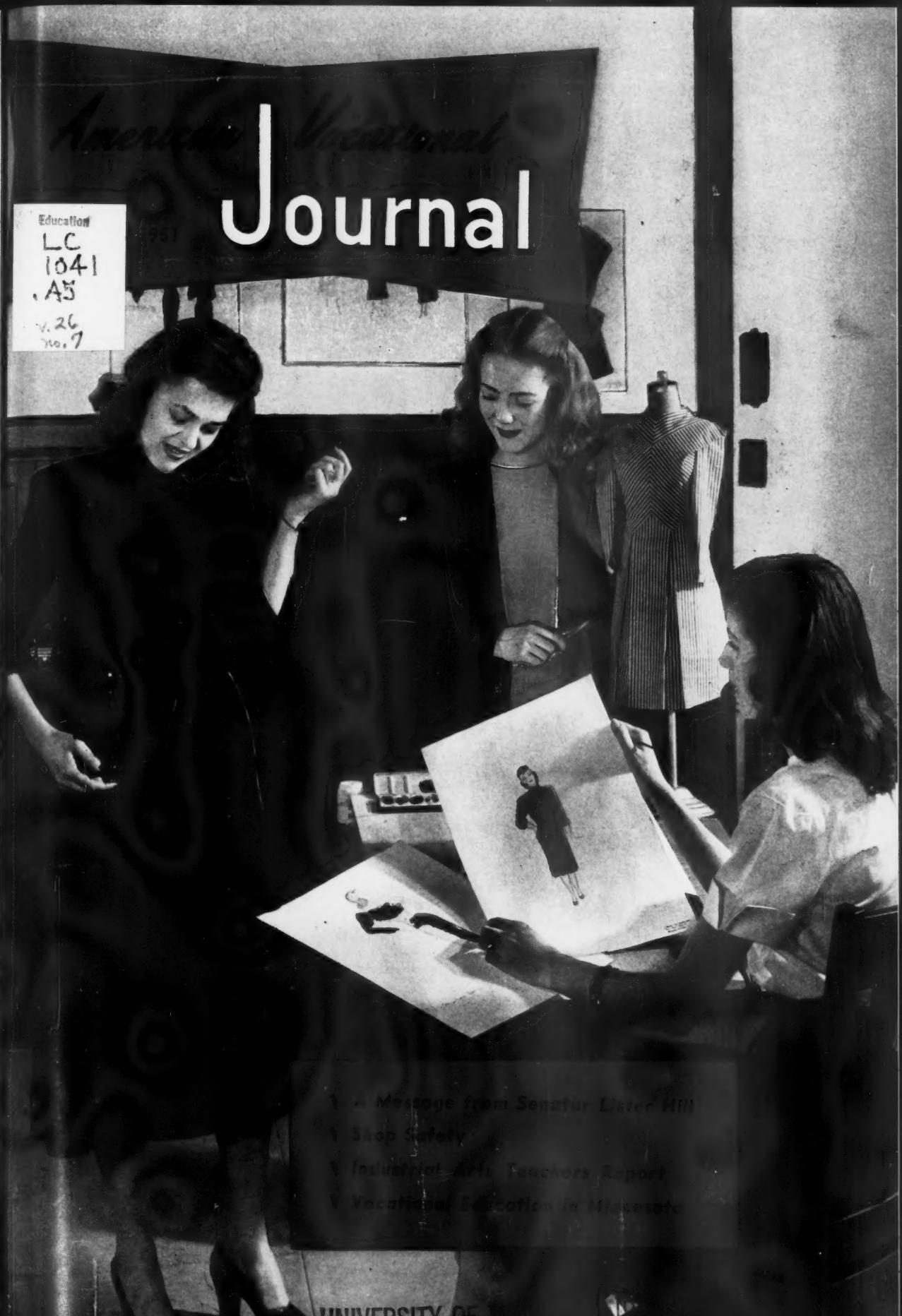

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A Message from Senator Lister Hill
Shop Safety
Industrial Arts Teachers Report
Vocational Education in Minnesota

UNIVERSITY OF

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American Vocational Journal

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The American Vocational Association advances American education by developing economic competence of youths and adults. The Association promotes the professional interests of persons engaged in vocational and industrial arts education. It encourages full time and part time programs in these fields: agriculture, business, distributive, home economics, industrial arts, industrial education, rehabilitation, and guidance.

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COVER PHOTO

Throughout the nation, vocational homemaking departments are training millions of girls, young women, and adults in the expert management of America's most important institution —the home. The *Journal* is proud to salute vocational homemaking teachers, departments and students with this month's cover photo.

GUEST EDITOR'S PAGE

The Nation Marches Forward

THE HONORABLE LISTER HILL,
U. S. Senator from Alabama

Senator Lister Hill

THE UNITED STATES is today threatened by two equally deadly forces—Russia from without, inflation from within. Our most effective weapon against both is production—production of weapons for military superiority, production of essential civilian goods to prevent bidding for scarce commodities in the market place.

National security is the business of every citizen. Each must contribute his maximum usefulness to the common effort. We must make the wisest use of our reserves of basic critical and strategic materials, conserving them and finding new sources. We must step up our scientific and engineering research. We must increase our production of food and fiber. We must gear our training of industrial and other skilled workers to the long range demands of perhaps 5, 10 or 20 years of armaments and military budgets.

The most serious bottleneck to increased production is skilled manpower. It takes far less time to make a bazooka than to train the man who makes it.

When we put engineering genius and skilled worker together what is the result? Industrial marvels such as our one-man operated giant excavator with the work capacity of 2,200 mules, but which unlike a mule does not stand around most of the day eating its head off.

In such a mechanical Hercules and the trained hand at the controls lies much of the secret of our country's greatness, of our industrial and military superiority, of our atomic supremacy, of our capacity to outproduce both our enemies and our allies during the last war, of why the United States with but one-fifteenth of the earth's population produces and consumes one-third of the goods and services of all the world—achieving a standard of living four or five times that of the average for all the rest of the globe.

Under the threat of all-out war, quite naturally our thoughts turn to weapons in overwhelming numbers—tanks, planes, ships and guns. But what of the manpower to produce them? Already we have exceeded the peak of employment in World War II and our defense program is still largely in the tooling-up stage. Already the shortage of skilled workers is felt in aircraft construction. Soon it is expected to spread to the manufacture of auxiliary aircraft equipment, then to the production of machine tools and from there to the metal trades.

We see important elements of the aircraft industry, facing the heavy manpower demands of defense contracts, compelled to start up their own courses for hasty, incomplete training at abnormally high instructional costs, to be added in the price of the planes to the taxpayers. We see a vast expansion of industrial training by the armed services at a cost running high into the millions and far exceeding the per student cost under established vocational education programs.

Why have these things occurred? The answer is simple. Under our heavy debt load the drive for economy has sometimes cast discretion to the winds and struck in the wrong places—struck at our long range plans for vocational education along with all educational needs. Too many Americans in civilian life remain unskilled. Our pool of skilled manpower is not sufficient to meet both military and civilian needs. The pinch will become more severe as the defense pace increases.

(Continued on page 27)

FROM AVA HEADQUARTERS

THROUGHOUT THE NATION, AVA and affiliated association membership campaigns are in full swing. Officers of affiliated associations are hoping to make this a banner AVA membership year! Leaders in all phases of vocational and practical arts education are giving their full support to membership campaigns. They realize that the AVA must remain strong if the Association is to deal effectively with the problems with which vocational education is presently confronted.

Hearings on S. 1149, before the Senate Committee on Expenditures in the Executive Departments began on August 28 and are still in progress as this is being written. They will probably last through September 18 or later.

The hearings are being presided over in a very fair and efficient manner by Senator John L. McClellan of Arkansas, who is Chairman of the Committee on Expenditures in the Executive Departments. A number of prominent people representing numerous departments of the government and several national organizations have appeared as witnesses.

Three witnesses representing the vocational forces of the nation testified, namely: L. E. Cross, of California, Acting Executive Secretary of the National Vocational Agricultural Teachers' Association, speaking for the vocational agricultural teachers of the nation; H. M. McDonald, State Supervisor of Agricultural Education, Maryland, representing the vocational agricultural supervisors of the United States; and J. Marion Adams, State Director of Vocational Education, Arkansas, representing the state directors of vocational education.

Harry C. Schmid, President, National Association of State Directors of Vocational Education, and State Director of Vocational Education for Minnesota, was present for the hearings and submitted a statement for the record.

L. E. Cross, who is a teacher of vocational agriculture in San Jose, California, stated that he was representing the "nearly 11,000 vocational agricultural teachers throughout the country" and "as an organization we are very much opposed to that portion of Section 7 of S. 1149 which provides for the transfer of Smith-Hughes Vocational Agriculture from the Federal Security Agency to the U. S. Department of Agriculture." He further stated, "Our organization is in absolute agreement with the recommendation of the Hoover Task Force on agricultural activities, as indicated on page 80 of its report, which reads as follows: 'The more formal vocational educational work in agriculture and homemaking, typified by the Future Farmers and Future Homemakers of America, now performed by the Office of Education in the Federal Security Agency, was considered but the committee concluded it should not be a function of the Department of Agriculture.' "

H. M. McDonald, representing the state supervisors of agricultural education, stated, among other things: "In order that we might be in a position to give you the opinions existing among the supervisors of agricultural education of the country, we have made a survey to find out just what these supervisors think of the proposal to transfer vocational agriculture from the U. S. Office of Education to the Department of Agriculture, as contained in Section 7 of S. 1149.

"We have received answers to our questionnaire from 43 of the 48 states. Of these, 37 supervisors were unalterably opposed to the transfer; 6 were against the transfer with certain reservations; not a single person indicated that he was in favor of transferring vocational agriculture from the U. S. Office of Education to the Department of Agriculture.

"Those who expressed certain reservations stated that they were not satisfied with the present services to the field received from the U. S. Office of Education."

In fact, each of the vocational education witnesses let it be known that the vocational forces of the nation want more service in the field of agriculture from the U. S. Office of Education.

Dr. Earl J. McGrath, U. S. Commissioner of Education, stated, when he appeared before the Senate Commitee, that he had not been satisfied with the service rendered the states and that he hoped it would be possible to improve the service at an early date. He pointed out the need for additional funds for travel of staff members.

J. Marion Adams, speaking for the state directors of vocational education, told of the survey, in the form of a questionnaire, that was made in order to obtain the sentiment of state directors of vocational education in regard to S. 1149. In reporting to the Senate Committee the results of the survey, Mr. Adams said:

"Of the 45 returns received, 44 state directors state definitely that they are against the transfer. One state director is against the transfer, with certain reservations.

"One can learn from studying the returned questionnaires that, in practically all instances, state directors do not give mere personal opinions. They have studied the problem, discussed it with their advisers, with their staff members, with vocational agriculture teachers who actually work with boys and adults in rural communities, and with officials of other agricultural agencies in their respective states."

Several witnesses appeared before the Committee who favored the transfer of vocational agriculture from the U. S. Office of Education to the Department of Agriculture. Among these were Dr. H. P. Rusk, Dean of the College of Agriculture, University of Illinois; James G. Patton, President, National Farmers Union; and Dr. C. E. Rhoad, presently a full-time farmer in Ohio and formerly Chairman of the Department of Agriculture of the University of Nebraska.

Dr. C. E. Rhoad stated that he had eighteen years of contact with agricultural education as a high school

(Continued on page 26)

The Massachusetts Summer Conference for Vocational Instructors, 1951

IN A TYPICAL New England College setting, the 1951 Massachusetts Annual Summer Conference for Instructors in State-aided Vocational Schools was held at the Fitchburg State Teachers College from June 25 to June 29, 1951.

The Conference was conducted under the leadership of Dr. M. Norcross Stratton, Director of the Division of Vocational Education, Massachusetts Department of Education. It was organized in three general divisions: Distributive Education, Household Arts and Handicraft Education, and Trade and Industrial Education.

The Distributive Education Section scheduled a Conference-Workshop in Textile Information as its major offering. It was conducted under the leadership of Dr. Simon Williams, Director of Technical Information, Fabric Research Laboratories, Inc., Boston.

The afternoon session for the Distributive Education group was devoted to a selection of one of the following electives: (1) *Workshop in Pictorial Drawing,* conducted by George B. Ludwig, Instructor, Westfield Trade High School; (2) *Workshop in Furniture Design,* conducted by Harold Kenworthy, Instructor of Industrial Design, New Bedford Vocational School; (3) *Workshop in Public Relations in Vocational Schools,* conducted by William J. Dean, Director, Holyoke Vocational High School; and (4) *Workshop in Silk Screen Process,* conducted by Frank L. Allen, Supervisor, Vocational Art Education, Massachusetts Department of Education. These electives were open to all vocational personnel in attendance.

Massachusetts State Director of Vocational Education Dr. M. Norcross Stratton inspects the Quincy Trade School exhibit with Assistant Director John F. Shea at the 1951 Massachusetts Summer Conference.

The women's program included conference sessions for Day Homemaking, Girls Trade, Evening Practical Art, and Handicraft Teachers and School Lunch managers. Conference-Workshops for the following sections stressed methods of teaching, equipment and materials: Academic, Children's Clothing Construction, Adult Clothing Construction, Drawing for Craft Teachers, Family Life and Youth Study (including Child Care), Family Nutrition, Food Preparation and Planning, Pattern Study and Alterations, Silk Screening and Use of Color, Furniture Design and History, Hand Knitting, and Administration of Adult Practical Art Programs (including Handicraft).

A daily forum for the women's group was conducted with the following topics: *A Picture of Vocational Education in Massachusetts in the Fields of Trade Education for Women and Girls; Homemaking and Crafts; Implications for Home and Family Life, with an overview of the Mid-Century White House Conference; Trade and Industrial Education of Women and Girls in the United States; Family Economics,* and *Price Stabilization.*

The Handicraft Conference on July 5 was sponsored by the State-wide Handicraft Committee with *Handicraft Articles in Relation to Today's Home* as the theme. The Annual School Lunch Institute was conducted in cooperation with the Massachusetts Department of Public Health from July 16 to July 20, with approximately 150 in attendance.

The Trade and Industrial Education Division was organized by trade groups. Emphasis was given to new trends and developments in industry by able representatives from industry itself. Nationally and internationally known companies who had representatives participating in the conference included General Motors Corporation, Cincinnati Milling and Grinding Machine Company, Cutler Hammer Company, Westinghouse Electric Corporation, Fairchild Camera and Instrument Corporation, Minneapolis-Honeywell Corporation, Bryant Electric Company, General Electric Company, American Brass Company, A. C. Horn Company, Rilco Laminated Wood Products, U. S. Gypsum Corporation, Elgin Watch Company, E. I. Dupont de Nemours Company, DeVilbiss Company, Harvard University Press, A. G. Spalding and Brothers, National Warm Air Heating and Air Conditioning Association, Paasche Air Brush Company, and the Sherwin-Williams Company.

The instructors of automotive mechanics met with Mr. Sutter and Mr. Simone of the Detroit Transmission Division of General Motors for the first three days and

---

By John F. Shea, Assistant Director, Vocational Division, Massachusetts State Department of Education.

'Vocational Education', education of which the primary purpose is to fit pupils for profitable employment.—*Chapter 74, Section I, General Laws of the Commonwealth of Massachusetts.*

discussed and observed demonstrations on the hydramatic drive. The last two days, Mr. Hartwell and Mr. Smyley of the Buick Division of General Motors followed the same procedure on the Dynaflow.

It has been the policy of the Division of Vocational Education to have one of the major automobile manufacturers participate in this conference each year. In 1950, the Chrysler Corporation sent two engineers and a complete chassis and engine together with other units of their product from Detroit for purposes of demonstration. For the 1949 Conference Ford Motor Company gave the same splendid service.

The machinists group met with Messrs. Bogen, Kessler and Mesley of the Cincinnati Milling and Grinding Machine Company. The latest developments in hydraulic drives for machine tools and the newly designed die singing machine developed specifically for plastic mold making were discussed.

The sheet metal instructors were fortunate in having with them again this year G. A. Voorhees, Technical Secretary of the National Warm Air Heating and Air Conditioning Association.

The electricians group met with representatives of General Electric, Westinghouse, Cutler Hammer, Minneapolis-Honeywell, and others for discussions and demonstrations of the latest developments in material, methods and equipment in the field of electricity and electronics.

The same procedure was followed by the other trade groups. Cabinet making, carpentry, painting & decorating, printing, radio & television, and welding instructors met with experts in their respective fields.

Plant Visits

Special on-the-scene sessions and plant visitations were afforded by the U. S. Armory at Springfield; Bird & Son, Walpole, (manufacturers of roofing & building material); Roland Teiner Co., Everett, (metal spinners); Rodney Hunt Co., Orange, (welding specialists); and DeJonge Paper Co., Fitchburg.

The assembly periods held each day during the week provided other points of interest. In former years many well known people have been guests at these assemblies. Among them were Dr. Allan Stockdale, Dean of Speakers, National Association of Manufacturers; Dr. Civkin, National Authority on Modern Kitchen Design, and Al Capp, world famous cartoonist. Shows such as General Motors *Previews of Progress,* General Electric's *Light Sorcery,* and the New England Telephone and Telegraph's *Telephoning by Radio* have been presented.

This year the assemblies measured up to the standards set in the past; particularly the General Electric presentation of *How Our American Business System Operates* and the Sherwin-Williams presentation *Color Coordination.*

This year's conference had a very fine exhibit of work from the Boys and Girls Vocational Schools and Handicraft Classes.

The Auction

One of the features of the conference was the auctioning of work projects that had been on exhibit during the week. Louis Joseph of Boston, an auctioeer of national reputation, offered his services gratis and gave a splendid demonstration of his skill. Proceeds from the sale of the articles went to the respective schools or persons who furnished the exhibits.

The industries and persons who have wholeheartedly contributed to the success of these conferences invariably state that to them it is good business to assist in educating young people to be better workmen and thereby better citizens of our country.

As William S. Knudsen, the late President of General Motors, once said, "The first and basic factor of good citizenship is the ability to earn a living." This the Massachusetts State-aided Vocational Schools are doing and must continue to do to attain their objective as defined in Chapter 74—Section I of the General Laws of the Commonwealth of Massachusetts—" 'Vocational Education', education of which the primary purpose is to fit pupils for profitable employment."

R. A. Sutter, General Motors Corporation, Detroit, discusses the hydramatic drive with Instructors of automotive mechanics.

Dr. Simon Williams, Director of Technical Information, Fabric Research Laboratories, shows synthetic fibers to DE teacher coordinators.

H. H. Douthitt, Director of Industrial Relations for the Marion Power Shovel Company, addressing Harding High School shop students.

SHOP SAFETY

SAFETY EDUCATION in public schools has always been generally recognized. However, the responsibilities of organizing a safety program with definite objectives are usually left up to the individual teachers. They plan and direct safety factors within their specific school areas.

The Vocational Trade & Industrial Education Department of Harding High School in Marion, Ohio set as its safety objective last year an operating program whereby the shop students would have a more active part in the organization and direction.

The purpose and methods of the industrial trade program are educational, with emphasis on the students as well as the shop work they perform. The safety program in trade classes, then, must also cover the human factor as well as the industrial factor.

Realizing that the trade and industrial education students enter industry at the completion of their school training courses, the safety program must be practical in nature. Also, local surveys show that the shop students from Harding High School enter local industry after graduation which means that emphasis must be placed on a *cooperative basis between the school and the local industries.*

This cooperation began with a committee from the Marion Industrial Safety Council making an inspection of the high school vocational shop. After this visit, the committee met with the Trade & Industrial Education Supervisor and a list of safety recommendations was made.

By G. Eric Williams, Supervisor of Trade and Industrial Education, Marion, Ohio, public schools.

After this, a plan was made and put into operation for a definite working program of safety in the school shops and the following routine was developed.

A rotating safety committee was organized from class members. Each committee maintains constant vigilance in accident prevention matters and points out violations of state code requirements and safety rules.

All safety violations are discussed by the class and corrected where practicable.

Members of the school class attend the monthly luncheon meeting of the Marion Safety Council. Three boys attend each month through a rotating system. They hear reports from each industry in regard to accidents that have occurred in plants and they benefit from discussions on the prevention of such accidents.

A member of the Marion Safety Council gives monthly safety talks to students in trade and industrial classes. This meeting is followed by tours of each speaker's plant.

A definite eye protection program resulted from our new organization of shop safety education. Students now wear safety goggles while working in the school shop. These goggles have been provided by local industries. They have shown great interest in and provided strong support of our new safety education program.

Shop students in Marion now have a keen interest in the development of advanced safety methods. We feel that our new program, in a short time, has produced excellent results.

INDUSTRIAL ARTS *TEACHERS REPORT*

Industrial Arts teachers share many common interests and problems. This report brings together the viewpoints of a group of experienced Industrial Arts teachers. The teachers were asked to write seventy-five words or less on three questions:

1. *How are materials of instruction (woods, metals, clays, papers, etc.) paid for in your shop?*
2. *What is the nature of the planning area in your shop?*
3. *What do you do the first shop period with beginning classes? (Assume the pupils come to the school shop for the first time in their lives.)*

The editor acknowledges the helpfulness of Dr. Dewey Barich, Head of Industrial Arts, Kent State University; Dr. Ralph O. Gallington, Professor of Industrial Arts Education, The Pennsylvania State College; Dr. Chris Groneman, Director, Industrial Arts Education, Texas A. and M. College; Dr. H. H. London, Director, Industrial Education Department, University of Missouri; Dr. Lynne Monroe, Chairman, Industrial Arts Division, University of California (Santa Barbara); Dr. G. Harold Silvius, Chairman, Department of Industrial Education, Wayne University; and the Industrial Arts men who provided responses.

On what questions would you like to have Industrial Arts teachers report?—

DR. R. LEE HORNBAKE, *Industrial Arts Editor*

* * *

ERVING JOHNSON, Pendleton Junior High School, Pendleton, Oregon. Twenty-one years of teaching experience. Grades 7 through 9.

The students pay for the lumber they use. I add 10 percent more on the cost of lumber to take care of brads, nails, wood screws, and glue. The board of education furnishes all the finishing supplies used in the shop.

GORDON R. DUNBAR, McKinley High School, Canton, Ohio. Two years of teaching experience. Grades 9 through 12.

The students must pay for all projects taken from the building, with few exceptions. From the bill of materials the student finds the cost of his project and it is checked by the instructor. The teacher makes out a triplicate form that bills the student. On the form is the student's name, date, kind of wood, number of board feet and cost of project. The student takes the form to the office and pays for his project and the form is stamped. He keeps one copy, the office one and the shop teacher the other. The form is constructed so that only one carbon is needed and only two pages can be torn out.

A summary of reports from twenty-nine graduate students enrolled in Penn State College. Average teaching experience: four years.

	Junior H. S.	Senior H. S.
Students pay all	3	3
Students pay part	8	7
School pays all	6	2

J. D. CHANEY, A. and M. Consolidated High School. College Station, Texas. Two years teaching experience. Pupils from 11 through 16 years of age.

A fee of seventy-five cents is charged each student per semester for sandpaper, nails, use of tools and papers. The cost of the project is computed by figuring the actual material used plus 20 percent for the finish.

CLAUDE O. SPEED, JR. Beaumont High School, Beaumont, Texas. One year of teaching experience. Grades 10 through 12.

The student pays for the supplies as he receives them and receives a receipt at the time he pays. Sometimes it is necessary for him to buy parts downtown at which time this must be done either before or after school. The latter works fairly well in that this relieves the school of all responsibility.

CLYDE W. BLUM, Boude Storey Junior High School, Dallas, Texas. Two years of teaching experience. Grade 8 only.

In the general wood shop a deposit is made by each student to the instructor before he receives material for making personal projects. The amount of the deposit ranges from $1.00 for "exploratory" students to $1.50 for "credit-unit" students. A receipt book is used by the instructor and a receipt is always given for money collected from students. Additional payments are made if the pupil uses more material. The money collected and a copy of the receipts are turned in to the school secretary.

What is the nature of the planning area in your shop?

C. J. CERVENKA, Janes County Agricultural High School and Junior College, Ellisville, Mississippi. Two years of teaching experience. Students 13 to 18 years of age.

In our shop, the student is encouraged to select and plan his own project. This is, of course, done under the supervision of his instructor.
This plan is followed since it is believed that a student will select a project to fill a need, and also, he will select one in which he will have interest. Too, more interest, is created in Industrial Arts and at the same time the student's originality and creative ability is brought out.

ROBERT L. MILLER, Benton, Franklin and Longan Elementary Schools, Kansas City, Missouri. Four years of teaching experience. Grades 6 and 7.

Nature of Planning Area:

1. Located within shop itself—not as separate room due to lack of space.
2. Consists of:
   (a) Table and chairs
   (b) Drawing equipment
   (c) Magazines
   (d) Project designs
   (e) Bulletin board
   (f) Ready made projects on display. This, I feel, is *especially important* for the elementary level.

How are materials of instruction (woods, metals, clays, paper, etc.) paid for in your shop?

EARL S. MCCULLOUGH, Montgomery City High School, Montgomery City, Missouri. One year of teaching experience. Grades 8 through 12.

Materials are paid for in my shop in two ways:

1. A $5.00 fee is collected at the beginning of the school year. At the end of the year any money not used is refunded. This policy is carried out in the general shop classes.
2. In my craft club the students pay for their supplies as they use them throughout the year
   (A $1.00 fee is charged in mechanical drawing,—no money is refur.ded.)

WALTER W. LLOYD, Sylvania High School, Sylvania, Ohio. Five years of teaching experience. Grades 7 through 12.

Our system of paying for instructional materials works! Its use is recommended to other schools. In Sylvania our students pay all fees to the clerk of the school board, *not* the *teacher.* These fees are: laboratory fee of $2.50, tool checks $2.00, and a $4.00 material deposit each semester. The tool check fee and any balance remaining in the material deposit are returned to the respective students at the close of the school year.

ROBERT C. MOORE, Barbour Intermediate School, Detroit, Michigan. Fifteen years of teaching experience. Grade 7.

The school in which I teach is twenty-eight years old and all that that implies. The shop has 40 bleacher type seats which are used for routine teaching procedures as attendance and demonstration. This, with a 3x5 portable blackboard is the only available space. There are other blackboards inconveniently spaced about the room. Conversion of this space to a functional planning area was accomplished by using portable book racks for reference material; teacher made sample projects displayed and teacher made placards of standards, useful methods of representation (such as plumbing, drafting and electrical symbols) were also displayed.

MERRILL GENTRY, Field Junior High School, Hannibal, Missouri. Four years of teaching experience. Grade 9.

The planning area of my shop which is for a ninth grade general shop program (work to be done in connection with shop projects) consists of a large table which will accommodate six students at one time. Complete sets of drawing equipment are available for each student in the class, usually ten. A large book case and cabinet for supplies are located directly behind the planning table.

CHARLES TERRY CRAFT, Farmington High School, Farmington, Ohio. One year of teaching experience. Grades 7 through 12.

My planning area is a combination drawing and planning area. It contains eight drawing tables, a large book case containing around three hundred volumes on Industrial Arts, several desk chairs for those who wish to study or look for ideas and a blackboard where students may sketch their ideas before making finished drawings. This planning area is for a general shop containing four areas: electricity, metals, wood and drawing. My classes vary from twelve to eighteen students and the area seems to serve its purpose very satisfactorily.

What do you do the first shop period with beginning classes? (Assume the pupils have come to the school shop for the first time in their lives).

HOWARD L. PHILLIPS, Phillipsburg High School, Phillipsburg, Ohio. Four years of teaching experience. Grades 9 through 12.

The first period for new students is an orientation period. The first part of the period is spent in lecture and class discussion on areas of study to be covered, types of projects in each area, shop behavior, shop safety, shop organization and cleanup assignments. The last part of the period is spent in a tour of the shop featuring brief demonstrations of machines and safety precautions.

The consensus of twenty-nine graduate students enrolled in Penn State College. Average teaching experience: four years.

Introduce self.
Check enrollment.
Tour shop—pointing out hazards, tool panels, etc.
Orientation talk by teacher, including safety regulations.
Display projects that the students may make later.
Personnel organization.
Assign work stations.
Issue stock for first project.

LELAND WALTER WHITE, Senior High School, Pierre, South Dakota. Seven years of teaching experience. Presently teaching automotives in grade 12.

A rapid coverage of the minimum essentials necessary in shop procedure such as: (1) Introduction to the course, (2) Procedure in obtaining tools, and (3) Class procedure. Care is taken to insure that this does not take more than ten minutes. An additional five to ten minutes is taken in demonstrating a beginning two-or-three-class period project. The remaining thirty to forty-five minutes of the first class period is used in actual project work.

CARROLL A. OSBURN, Garden City High School, Garden City, Michigan. Eight years of teaching experience. Grades 9 through 12.

The aim of this session is to introduce students, laboratory, and teacher. When all are seated, schedule cards are checked and personal information records begun. Then, in a tour of the various shop areas, the possibilities for experiences are pointed out. Projects of previous students illustrate this, such as a partially-completed turning in a wood lathe and a completed lamp displayed nearby. Finally, copies of a pamphlet describing industrial arts are issued and objectives briefly discussed.

JAMES H. MAHONEY, Hannibal High School, Hannibal, Missouri. Eight years of teaching experience. Grades 7 through 12.

Always remember an impression of the course and the instructor develops rapidly—make it good. The following things can probably be completed the first day.

1. Collect administrative data (class roll, etc.)
2. Make tour of shop indicating major areas, tool storage, student lockers.
3. Explain briefly the areas in which each member will be expected to have experiences.
4. Present for group examination well-chosen and constructed core projects representiong each of the major areas. This step makes a logical point to stop as the first item of work for the second day is the distribution of job sheets based on the same projects.

ANTON M. SEVCIK, Port Lavaca High School, Port Lavaca, Texas. Two years of teaching experience. Grades 8 through 12.

1. As the students come into the shop, I pass out blank cards. (To be filled out later)
2. Call the class together in the place provided.
3. Introduce myself and then in turn each student introduces himself.
4. Show the pupils well-selected projects which are displayed about the shop.
5. Explain what industrial arts is, what it consists of, and how it will help them.
6. Explain the particular course and what is expected of them.
7. Fill out cards (passed out at beginning of period) name, age, etc.
8. Take students through the shop explaining its layout.

ERWIN A. YOUNGBLOOD, Waco Technical High School, Waco, Texas. Three years of teaching experience. Grade 9.

When the pupils enter my general shop for the first time, I collect their names and addresses. Then I explain a little about the general operation and the subjects to be covered. If questions arise, I answer them. The next step is to permit the pupils to mill around the shop and look over the equipment. Then I ask the pupils to be seated and answer as many of their inquiries as time permits.

HOWARD S. PERRY, Brenham High School, Brenham, Texas. Four years of teaching experience. Grades 7 through 12.

After calling the roll, I usually give the pupils a brief outline of the course, explaining to them how the shop-personnel system is organized. I then assign them their work stations, and conduct the students on a tour of the shop, explain its equipment and facilities. On this tour I do not try to give detailed information about the machines, but just an introduction.

CLAUDE MULLER, Saginaw, Michigan. Ten years of teaching experience. Grades 8 and 9.

The first shop period is used to orient the students and to give them some idea of what metal work is like, in a general way. If possible a small job is prepared and demonstrated.

The students are told what will be needed in the shop and what to bring such as an apron, and the way of working in a shop is discussed. In other words the student is made to feel at home, and an attempt is made to make the student feel that the shop is something in which he will have pride, and a place for enjoyable experiences, and to do this there are ways in which he should govern himself.

B. J. WILLINGS, Port Isabel High School, Port Isabel, Texas. Two years of teaching experience. Grades 8 and 10.

The first shop period is spent in getting acquainted with each other. In doing this, I tell the students in general what they will be doing, how they will do it and I try to give them an overview of why they will do the things expected of them. We then take a tour of the shop, seeing exhibits and displays. This serves to formulate ideas for projects and serves as a means of letting the students know that they are not down there for a play period. I tell them that they will be expected to plan their own projects to a certain extent and give them the assignment of bringing in ideas for their first project.

How is your program of —

HOMEMAKING for adults

MOST HOMEMAKING teachers believe in the philosophy that education should help a person to do better the things which she is already doing or going to do. If we believe this we should plan to have a Life Adjustment Education Program in action for all age levels in a community.

Are you aware that one of the most important trends today in education is the increasing numbers of adults returning to school? What are you doing in your community to develop this trend in education? It is the belief of many educators that if the out-of-school program is to function in a community over a period of years, civic minded and interested persons must have an active part in its organization and become aware of their responsibility to plan and participate in it. In any community there are interested persons willing to assume leadership in the development of an out-of-school program—provided they are given some guidance in its organization. If this assumption is true, an interested and enthusiastic person in the school system should provide leadership and guidance.

What are you doing as a home economics teacher in a community to become aware of persons who would be interested in furthering such a project and work with them on it? There is the belief that successful, long-time out-of-school homemaking programs can be organized in communities providing the participants have an opportunity—with democratic procedures—to plan for it. Furthermore, the success of the program is not dependent upon any one type of community, meeting place, or equipment.

Before beginning an out-of-school program in a community, first a person informs the administrator about its possibilities and gets his approval for the project and the use of school facilities. Following this approval plans may be made for a pre-planning meeting, where a representative group in the community come and plan for their work. Invited to this meeting could be interested persons, key community people, and representatives from leading organizations. During this pre-planning meeting it may be advisable to have an explanation regarding the possibilities for

Adults learn the latest in homemaking methods through informal discussion groups that are directed by experts.

such a program in the community. If feasible, make arrangements for the coming project. Often you will find this group helpful in making plans for: Publicity, selecting the unit and/or units, registration, and working out details regarding facilities for a meeting place.

Many times the local homemaking teacher prefers that others teach the areas selected. If this should occur, then a qualified person may be located living in or near the area who can teach the course. There are in many communities qualified persons who are former homemaking teachers. Often they are homemakers interested in doing only some part-time professional work because of their family obligations. Experience has shown that many will be interested in furthering such a project because it gives them an opportunity—without full-time employment—to use their training and maintain a professional status in the community. Often available resource people in the community may be skilled persons trained in such special skills as making slip covers, upholstery, millinery, and others. When selecting teachers for community programs, one must take into consideration both their professional qualifications and their ability to get along with others, as well as an understanding of the problems involved in human relations.

Since a community out-of-school homemaking project can be developed only in so far as there are trained personnel, one of the major problems of the State Department of Vocational Home Economics Staff may be to locate and prepare qualified teachers living in or near the community where the project is being organized. Usually it is advisable for a staff member to visit the community and assist these teachers with the following in-service training:

Plan for the work
Give guidance in organizing a unit
Build a philosophy for the program
Suggest techniques to be used in methods and relationships
Observe the program in action

It is important to get the project organized on a long-time basis in order that persons living in the vicinity will have available, over several years time, a well rounded homemaking curricula. If this occurs, it will be within reach for everyone living in the community to have an opportunity for assistance with their problems in family living.

It is best to begin with the interests of the group and gradually add areas for a well rounded curricula. Usually the community will begin with one or two areas in homemaking. But if the program continues to be community planned, other areas will be added by those planning the project. However, the areas taught in the community are dependent somewhat upon the community's planning and the qualifications of the teacher and/or teachers living in or near the vicinity. Sometimes an area may be selected with community planning for which there is not a teacher available. If this occurs, they should wait for the area until a suitable person can be obtained for the project.

In order to keep the program continuous, near the last lesson or series of lessons, plans can be made for a continuation of the community out-of-school homemaking program. The teacher may find it desirable to use a survey sheet for making an evaluation of the present unit and determining their interests in other areas in homemaking. With group discussion, plan with them for work in the future. It is also desirable for the group to select an advisory committee or council. These advisory council or committee members are excellent persons with whom to work when the program is ready to re-convene. They will form the nucleus for the planning and organization of the project. They are also helpful in many other ways such as:

Interpret the program to the community
Assist in making plans for future out-of-school homemaking programs
Advise the adult homemaking teacher or local persons coordinating the program
Assist with the promotion of publicity
Serve in any other capacity that seems best for the project

Each community out-of-school program should be treated as an individual problem, if the project is democratically planned for meeting the needs of the community. Furthermore, a successful program can be experienced by local school districts in cooperation with the State Department of Vocational Education in various types of school, such as: vocational schools, secondary schools, elementary schools, one-room rural schools, and city school systems.

These out-of-school classes may meet in the local school building using the homemaking department, the school lunch room, or other available facilities. However, it may be desirable for the classes to meet in such places as: the home, the grange hall, the church, or the community buildings.

In a secondary school where there is one or more homemaking teachers on the school staff, the homemaking teacher may assume the responsibility for coordinating the program and assisting with the community planning. She may teach the units selected by the group. However, she may prefer to coordinate the program and have an approved teacher living in or near the community conduct the class and/or classes. The State Department of Vocational Home Economics Staff may inform her regarding approved teachers living in or near the community. In coordinating the program, she will assume the responsibility for much of the following:

Make arrangements with local school officials for approval of the project and use of funds
Notify the community about the project
Coordinate cooperatively the local out-of-school homemaking program with the school system
Arrange for registration and use of school facilities

Another type of out-of-school program is one organized and sponsored through the elementary school. This program sometimes begins when one or more interested persons attend classes elsewhere or become informed about it from other sources. This organization is very similar to the out-of-school programs sponsored by the secondary school except it is necessary for the local homemakers to assume the major portion of the responsibility in its promotion, organization, and continuation. Usually the administration will assume more leadership in working with the administrative details and coordinating the program with the local homemakers who are interested in its organization.

Communities are becoming more aware of the possibilities for such a project. They are assuming more responsibility in its organization and continuation. Nevertheless, there is much to be done toward having a well rounded curricula which will improve family life and assume its part in the Life Adjustment Education program.

By May Van Deusen, Teacher Trainer, Home Economics Education, University of Wyoming.

Learning is Earning in Lamar, Texas

TRAINING IN business, scientific agriculture, and leadership is being provided in an alert, progressive vocational agriculture department at Lamar High School in Richmond County, Texas, under the direction of Travis Reese, high school instructor.

The future farmer chapter under the guidance of Mr. Reese has set up several activities to accomplish these purposes. In addition to the farming programs of individual members, the chapter carries on a regularly organized livestock company, demonstrates the proper use of fertilizers on its school farm of more than forty acres and teaches good pasture improvement procedures by digging out under brush, fertilizing and mowing. The livestock company, organized by Mr. Reese's youthful charges, hopes to live up to and exceed Mr. Reese's expectations. They are organized with regular officers, regular meetings, and the company issues common and preferred stock. The boys themselves elect officers to carry on the business of the company at regular monthly meetings or at special meetings. The elected officers, together with the members, make the decisions important to carrying out all business. Mr. Reese serves only in an advisory capacity and finds that the members of the group make excellent decisions in all cases with little help from him. Only future farmers that have active membership in the Lamar FFA chapter can hold common stock. Farmers and business men who are interested may invest in the company by buying a limited amount of preferred stock, which pays them 8 percent on their investment.

An idea of how the company works may be provided by taking a look at the cattle, sheep and swine owned by the group. At the present time they have on hand eight head of beef cattle, fifteen head of swine and twelve head of sheep. The livestock company discusses regularly what to buy and what to sell. A secretary-treasurer keeps careful records of all business and business transactions. Each boy who owns common stock has one vote regardless of the amount of stock owned and his ownership of common stock entitles him to election as a member of the board of directors.

The officers of the board of directors must be enrolled in school. All shares of stock in the organization have a par value of $10, and the real value is usually slightly above or below $10, depending upon whether or not the member who wishes to sell needs money.

For the past two years Mr. Reese has taught his classes to make soil tests and to prepare fertilizer recommendations for the vocational agriculture farm. Some of the fertilizer demonstrations have been conducted by applying fertilizer so that the letters FFA or the words vocational agriculture were spelled out. The fertilizer was applied to small grain and to legumes that were grown as a demonstration of their value as cover crops and winter grazing.

The chapter has been improving its pasture by using raw rock phosphate fertilizer and nitrate of soda. These fertilizers are applied in varying amounts to different areas so the boys may learn the proper quantities that should be used.

Lamar's new vocational agriculture building was constructed under the supervision of F. C. Herndon, Superintendent of the Lamar High School.

Lamar FFA Chapter activities are developing future farmers who are intelligent, competent, and clear thinking. They are learning how to keep accurate farm records and make reasonable profits on investment. They are being trained in self-confidence, citizenship, and good character. They will be able to encourage and practice thrift while they enlarge project programs.

A Lamar Livestock Company lamb is docked.

By W. W. McIlroy, Teacher Education, Texas A & M College, College Station, Texas.

Are you using

Pupil Problem Check Lists?

THE VALUE of using a well developed check list of pupil problems cannot be underestimated in terms of assistance to teachers, teacher-counselors, counselors, and administrators.

While there are many excellent check lists of this nature on the market, too few guidance workers have employed this aid.

If we are to meet the ever increasing problems of our youth we certainly need to be less empirical and more scientific in our approach. We need to make available experiences in the many common core activities so that our youth will have a background for decisions in problem areas.

Guidance workers frequently complain that other teachers do not cooperate with their services. One of the most effective means of circumventing this handicap is to use a pupil problem check list and review it for and with the entire staff. For example, in an Iowa Survey of 1630 juniors representing 32 high schools, 61 percent checked as a problem, *I have difficulty keeping my mind on my studies.* The entire faculty should consider carefully this type of response.

I have difficulty expressing myself in words was checked by 52 percent of this same group. Although the staff may point an accusing finger at the English teacher as a result of this, it is hardly fair since all teachers have the responsibility of teaching pupils to think and to express themselves.

As another example, 51 percent of the Iowa juniors said *I wish I were more calm when I recite in class.* Why can't these young people recite easily? Is it a pedagogical prerogative to make students self conscious about their knowledge? Or is it a matter of having our youth "parrot" back to us what they have read?

These problems, and many more, can and will cause teachers to recall their own experiences or inadequacies in class and thereby vow to help their students. This vow can be used by counselors in enlisting the staff toward greater efforts of understanding. A program of action of this nature could be and has been developed in large and small schools alike.

The pupil problem check list usually has from 6 to 10 areas that range from school, home, family, and boy-girl relationships to religion. Committees are formed to study responses in each area. This is followed with specific recommendations from the committee for the assistance of students who say, for instance: *I worry about little things; I want people to like me better; I want to make new friends.*

The school faculty is bound to cooperate. Nothing awakens the American public as sharply as the knowledge of the difficulties of their fellows. The immediate reaction is, "how can we help?"

The counselor has a multi-purpose served in reviewing any pupil problem check list. In the first place, the bane of our counselors is the lack of time for actual diagnostic interviewing. The check list spotlights the trouble areas with a fair degree of accuracy. At the same time, the lists do not replace diagnostic interviewing. And when the pupils see that their problems are being solved, greater rapport will result. The greatest advertisement for guidance services is, as in anything else, a satisfied customer.

Second, check lists simplify the problem of scheduling interviews in accordance with importance since they quickly identify those pupils who are in the greatest need of assistance.

Thirdly, the check list brings out problems which actually exist but which have not been checked through other methods. They become apparent by comparison with majority results in a group.

The counselor has at his command in check lists an instrument that will enable him to prognosticate future dropouts. Statements such as the following are located (taken from Iowa survey): *How do I go about finding a job* (32 percent); *I dislike my courses* (11 percent); *I wish I could quit school now* (5 percent); and *I am too restless to stay in school* (11 percent).

In the Iowa check of the above problems it was found that 9 percent felt their teachers gave them no encouragement; 14 percent said their teachers weren't interested in the things that interested them; 42 percent said they would like to get some work experience; and 19 percent said their courses were too far removed from everyday life.

These results show that we as educators have a lack of understanding as to what is needed in school work that is in keeping with our times. Many teachers have discovered the needs of young people but unfortunately their curriculum is so hidebound that it will not respond to their findings.

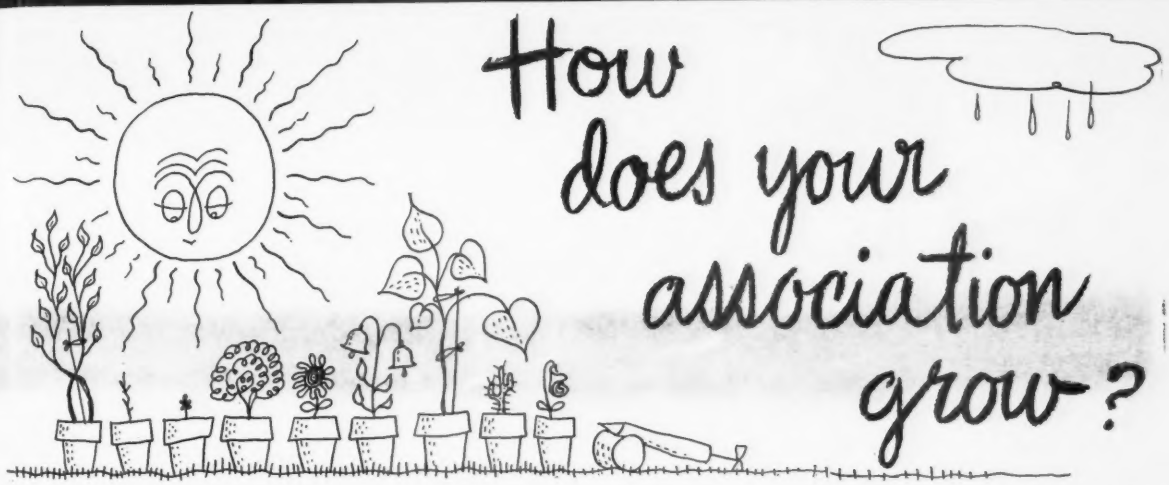
How long must our youth wait to get realistic education in our schools?

The check list has also served several schools as an official entree to a real public relations program. It has been used to pin point many of the problems that exist between parents and their children. These problems are given a real hearing in service clubs and PTA sessions. The importance to youth of a "feeling of belonging" is stressed. The community will cooperate with the leadership that educators can and must provide. This will be followed by community action and interest, and that is one of the things that has made America great. An informed populace is one of our most significant assets.

As a referral to other agencies, the check list is also important. When boys and girls complain about overweight, dental trouble, or other disturbances, they must be directed to school doctors, nurses, and dentists. Results show a distinct pattern of problems which are highly indicative of sincere emotional disturbances.

Vocational educators may well listen when one youth in five says, *I would like to have more vocational education courses.* One in four says *I want to learn a trade.* Twenty-six percent say *How much training is required in the different vocations;* and 22 percent say *We need more work experience.* Here is a definite implication for vocational education in the years ahead.

By Roland G. Ross, Iowa State Supervisor of Guidance Services.



How does your association grow?

THE GROWTH of the American Vocational Association from 3,632 members in 1926 to almost 34,000 members in 1951 stands in tribute to the initiative and enthusiasm of AVA's 60 state affiliated organizations.

Success of this nature does not just happen. It is born in hope and faith, and nurtured to maturity through patient labor and pride in accomplishment.

But there is still room to grow! Official U. S. Office of Education figures show that AVA's potential membership is easily 50,000 to 60,000. AVA needs the support and membership of all of these persons and, on the basis of what state associations have accomplished in the past, it is certain that this figure can and will be reached.

For these reasons, the JOURNAL is pleased to present briefs of membership promotion campaigns as they are carried out in various states. State associations grow each year, but perhaps they will grow even faster if good ideas and plans are exchanged!

● Hilda Harmon, Treasurer of the Louisiana Vocational Association, reports that the interest of LVA's President, H. O. Thomas, has been important in the growth of their organization—which has been equally encouraged by state supervisors who constantly ask teachers to join. Miss Harmon cites as an example of organization for increased membership the LVA Home Economics Division. Chairmen in each parish (county) were appointed to contact potential members who also received a letter of invitation to join from Miss Harmon. This plan resulted in an increased home economics-LVA membership of 123 persons in 2 years.

● Lee D. Bodkin, Secretary of the California Industrial Education Association, organized two mailings to potential members last year. The first was released in September and consisted of a brochure entitled *Your Best Investment,* a business reply envelope statement, and a request for information. The second went out in October to contact men in all schools where response to the first mailing was less than 100 percent. The two mailings were preceded by a letter from Mr. Bodkin to all states and local officers as well as district contact men. This letter provided exact information on the campaign.

● Henry F. Howe, Minnesota Vocational Association Membership Chairman, explains that in his state, members are signed up at the time of registration for the annual convention (usually held in October.) The President appoints a membership committee that is composed of one member from each section. From a list of the names and school addresses of all vocational teachers in the state, this committee sets up a "prospect list." Key persons in each city throughout the state (appointed by the membership committee) are supplied with prospect lists for their respective areas.

● H. P. Erwin, Secretary of the Illinois Vocational Association, credits the IVA divisional programs that are scheduled throughout the year for maintenance of membership interest. Illinois has this year 700 new members who did not belong previously, and more than half of the total membership are paid up for 3 years in advance.

Mr. Erwin says that ". . . because members want to serve as well as pay dues, many opportunities for service are essential and provided in the organization of the Illinois Vocational Association."

● J. Alan Duncan, President of the Washington Vocational Association, says that the WVA membership promotion campaign is carried on from October through December and "when members and prospects are reminded of the accomplishments of the association and the part everyone plays in the total organization, recruiting is not much of a problem."

● C. D. Rejahl, Secretary-Treasurer of the Wisconsin Association for Vocational and Adult Education, is convinced that the interest and attitude of the state director is a vital factor in any plan of membership recruiting.

"In Wisconsin, a directory of eligible persons is compiled and membership cards are made available in the local schools in September. Solicitation is then followed up by the local director or a person appointed by the local director. Through this method, Wisconsin is able to report almost 100 percent of the potential membership as signed up."

● Richard B. King, Treasurer of the Oregon Vocational Association, says that OVA dues are collected at state conferences.

● The Georgia Vocational Association made close to a 100 percent record this year—with a total membership of 2237. T. G. Walters, State Supervisor of Agricultural Education, says that each division assumes the responsibility of collecting dues. Teachers are informed as to activities and services through divisional meetings. Provisions for joining are offered at divisional conferences. State officers and staff members constantly lend their assistance in recruiting drives.

● W. A. Selley, Secretary-Treasurer of the Tennessee Vocational Association, reports a system that is similar to Georgia's for his state.

● This brief report of how they do it in some of AVA's state associations seems to point conclusively to the fact that membership growth is directly influenced by membership participation and the active interest of state office personnel, in combination with well organized campaigns.

How is your state association doing?

Vocational Education IN MINNESOTA

AVA members who attend the 1951 Minneapolis Convention are cordially invited to inspect Vocational Education in Minnesota.

The April issue of the AMERICAN VOCATIONAL JOURNAL *featured an article on the Minneapolis Vocational School. The article which follows is presented to complete a condensed coverage of vocational education services in the State of Minnesota.*

THE ST. PAUL VOCATIONAL SCHOOL

The St. Paul Vocational School—a public trade school—was founded in 1919 to prepare young men for competency in their chosen occupation and to offer opportunities for employed workers in mechanical trades to increase their effectiveness and prepare for new assignments.

For students who are not employed or whose working hours permit, day trade preparatory classes are offered. They are conducted during regular day school hours. Shop classes meet for three and one-half consecutive clock hours daily for a minimum of seventeen and one-half hours per week in the major trade subjects.

An exceptionally high standard of skills and craftsmanship is required of students in their training. Adept instructors guide students in their courses. Throughout the years approximately 100 percent of SPVS graduates have gone to work at the trades for which they have been trained.

The high standards at SPVS were also reflected in the Ford Motor Company's 1950 Industrial Arts Awards Contest when 2 of the 8 outstanding achievement awards were presented to St. Paul Vocational School students.

Forty-three trades and occupations receive educational service through classes offered at this school. In the day trade preparatory classes there is a capacity of 400 training stations. The average evening school enrollment exceeds 2,000. The day school has 25 full time instructors and evening classes are taught by approximately 100.

Requirements for graduation are the completion of a minimum of 1,900 hours of shop training plus the shop instructor's recommendation and mastery of required related technical subjects. The final diploma is not issued until 6 months of successful employment have been completed. A high school diploma may be earned through cooperative arrangements with any St. Paul high school.

Extension courses are also available for employed adults. Classes are held to suit the convenience of enrollees and they are organized through consultation with representatives of industry. The school determines the nature of training and secures occupationally competent instructors.

Another popular program is the part-time trade extension service for indentured apprentices who are employed. Public demand has virtually exceeded facilities available for these classes.

Foremen and other industrial administrative and supervisory personnel take advantage of the trade extension programs by enrolling for training in con-

ference leadership and other supervisory functions. This training is offered to increase the effectiveness of industrial supervision so that cooperative relations, technical understanding and the conduct of training programs may be improved.

Other features of the St. Paul Vocational School are numerous and it is regretted that space limitations prevent their description. In carpentry, scale models of houses are constructed from blueprints and the school has cooperated with the engineering departments of large lumber plants to verify details. The machine trades department has been rated by prominent authorities as one of the best equipped in the country. Printing jobs are accepted in the print shop from all sources. As a result of the organization of the mechanical drafting department, graduates have been placed in electrical and structural jobs. Surveys show that many graduates of this department have advanced to top posts.

A special issue of the *Staff Reporter,* St. Paul public school publication, will be available at the registration desk at the AVA Convention. This will describe in more detail the vocational services of the St. Paul Vocational School. Be sure to read it, and be sure to come to see us!—*A. C. Taylor, Principal.*

MINNESOTA'S AREA VOCATIONAL-TECHNICAL SCHOOLS

In order to extend vocational facilities to as many persons as possible, several communities in Minnesota have established area vocational-technical schools. Basic aid is paid for resident students in the amount of $102 per pupil in attendance plus the equalization aid to which the district is entitled. Non-residents may attend with tuition paid by the districts in which they live.

The entire program is under the administration of the local superintendent and the local board of education. The area school is directly under the supervision of the local area school director. Adequate facilities, instructional staffs, and supporting budgets must be provided. In order to meet minimum standards, vocational trade, business, distributive and homemaking programs must be offered. In addition, the schools must determine the agricultural training needs of the area and provide for them.

THE DULUTH AREA VOCATIONAL-TECHNICAL SCHOOL —A young man is replacing the mainspring of a watch; another finishes up a high heel on a dainty pump; a boy samples an applesauce cookie he has just baked; another is grinding valves for a car; a girl is calculating on a comptometer; a class watches an invalid-care demonstration. This is a day at the Duluth Area School.

Ten months old, it's a lusty, sprawling infant. Housed in two old school buildings and three high schools, its center is in the Salter Building. Here classes in architectural drawing, baking, food service management, auto body, auto mechanics, electricity, radio electronics, upholstery, watchmaking, shoe rebuilding, and carpentry are offered. Field trips are an important part of the program.

Girls were not forgotten when Duluth's curriculum was planned. A one year course in practical nursing is offered in addition to a program of vocational homemaking which features a unit on child development.

Girls as well as boys are enrolled in a business course with part time cooperative practice.

Distributive education includes part time cooperative work with students on the job fifteen hours a week. The curriculum is composed of retail selling, merchandising, occupational relations, display, and information about commodities.

Employment services are also offered to graduates Currently 40 students who completed the architectural drawing course are working in drafting offices. Graduates of the food service management course are scattered over the country.

THE MANKATO AREA VOCATIONAL-TECHNICAL SCHOOL —On April 6, 1948, the Mankato Area School was approved as the first area vocational school in Minnesota. A beautiful new building, designed along flexible and functional lines, was completed and occupied on June 17, 1950. It is today one of the finest and best equipped vocational schools in the state of Minnesota and this section of the United States.

During the past year, Mankato served more than 200 students in the day program and over 400 in the evening program. The day program includes trade preparatory training in auto mechanics, machine shop, tool and die making, welding, drafting, radio and television, electrical appliance repair, refrigeration, and electric motor repair. Also featured are business education and part time cooperative distributive education.

The part time program was made more realistic when a complete and modern model store unit was donated to the school by a retailing organization. The day program also offers training in vocational agriculture.

The evening program, which includes trade extension courses, is equally varied.

Instructional methods are based on the training needs of students. Class enrollments are limited so that a maximum of personalized attention is available for everyone.—*Frank G. Kalin, Director.*

THE ST. CLOUD AREA VOCATIONAL-TECHNICAL SCHOOL —Located in central Minnesota, St. Cloud has traditionally been proud of its public schools. During World War II, the vocational department operated around the clock. Over 3,600 persons in the area were trained for defense jobs in local and national industries.

In 1948, the St. Cloud public schools were designated the second area vocational school in the state. Previously, vocational classes had been offered in agriculture, home economics and metal trades in day and adult evening programs.

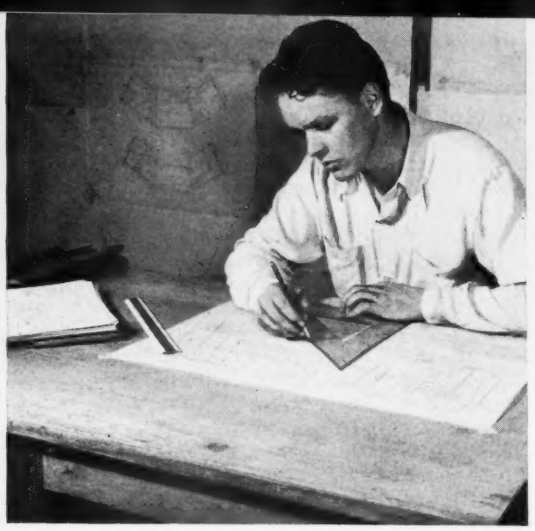
At present, the area vocational school offers day vocational courses in agriculture, business, distributive, home economics, and trade and industrial education. A strong vocational guidance department is available. Since 1937 more than 700 students have availed themselves of the cooperative part time training that is offered. In the near future it is planned to establish courses in practical nursing, printing and the electrical fields.

Now enrolled in the St. Cloud area school are 95 non-resident students and 166 resident students. More than 650 adults were instructed in the evening program last year.

THE THIEF RIVER FALLS AREA VOCATIONAL SCHOOL —Sponsored by the Thief River Falls Public School system, the Thief River Falls Area Vocational School began modestly in 1949. Since then it has become better established, with deeper roots, and it is now known to the entire geographic area which it serves.

While offerings as yet are limited because of lack of space, the future looks encouraging. The worth and personal value of vocational training is becoming known, not only to trainees, but to employers and taxpayers who recognize it as an avenue toward better citizens and more economically stable employees.

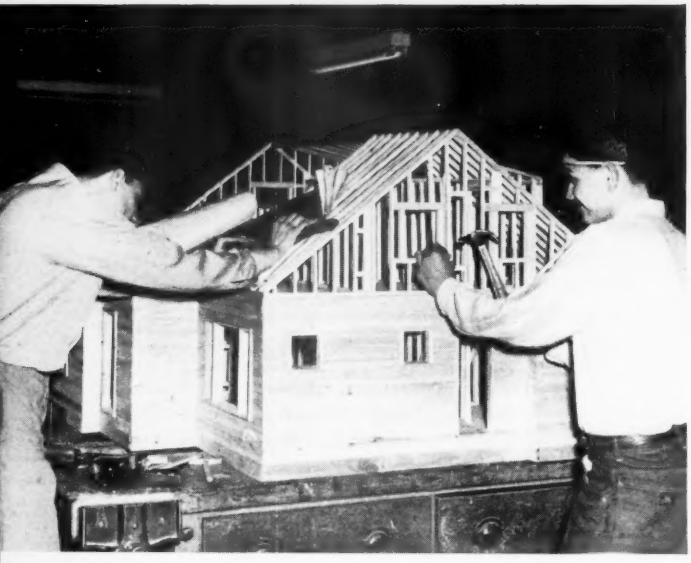
Metal lathe shop—Mankato Area Vocational School



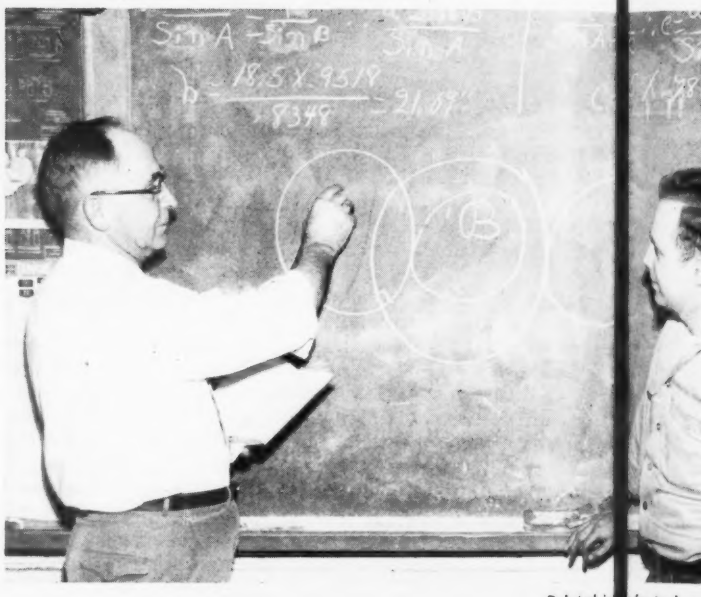
Architectural drawing at the Duluth Area Vocational School

DE at the Thief Riv Area Vocat

VOCATIONAL EDUCTIO



Building a model house to scale at the St. Paul Vocational School



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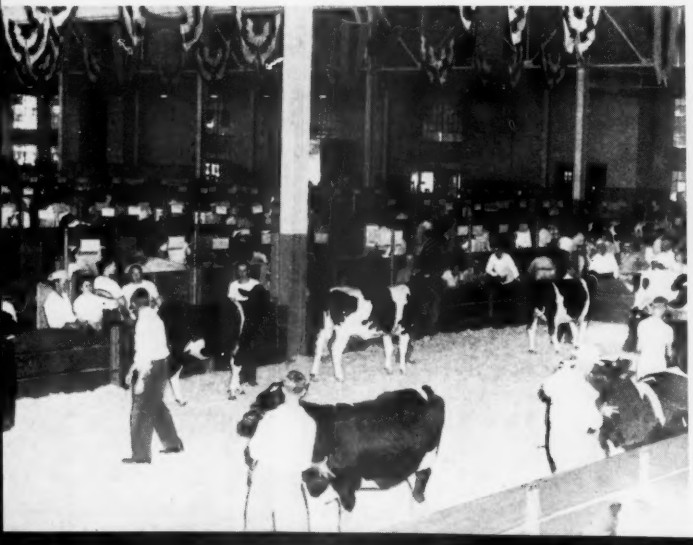
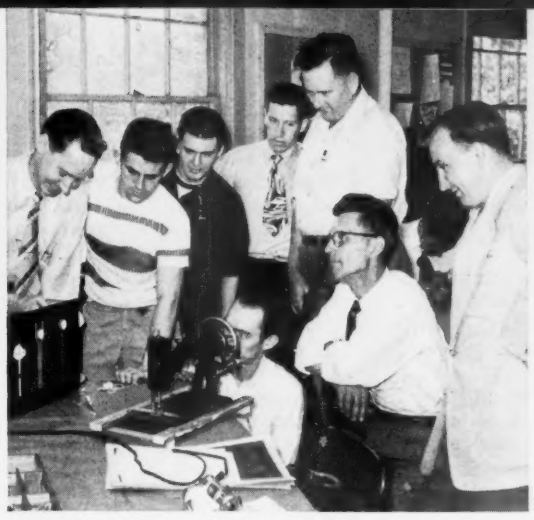
Boys and girls together study family living in Minnesota

263 FFA boys exhibited over 1,000 animals at the 1951 FFA Livestock Show



Area Vocational School



University of Minnesota students study the sewing machine

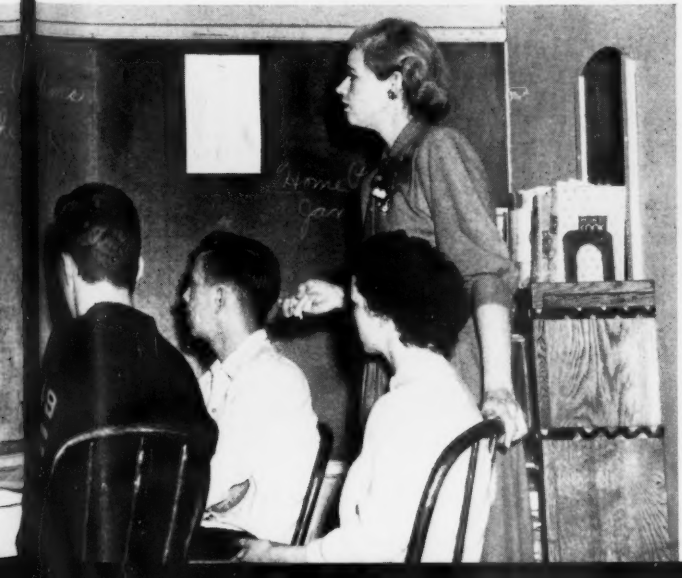
Motor repair in St. Paul's electrical shop

CTION IN MINNESOTA

for tool and die making apprentices at the Winona Area Vocational School

A cake decorating class at Dunwoody Industrial Institute

Vocational homemaking departments offer training in child care



Our practical nurse training program is providing for young women entry into a worthy field. At the same time, we are alleviating the desparate shortage of trained persons for homes and hospitals.

The Thief River Area School also trains boys and men in auto mechanics and electricity. Many veterans have entered these programs.

The cooperative part time training program, initiated in 1946-47 under the direction of Mary C. McNellis, has taught students that they can earn while they learn. Efficient workers sell the program in the community.

In the diversified occupations program at Thief River Falls, boys and girls meet for one hour a day in an occupational relations class. Current employment problems are discussed in addition to salesmanship, advertising, banking procedures, personality, and other topics.

The invaluable word-of-mouth advertising of our students increases the effectiveness of our service almost constantly.— *B. W. Pope, Director, Thief River Falls Area Vocational School.*

THE WINONA AREA VOCATIONAL-TECHNICAL SCHOOL —The program of vocational education in Winona is but 11 years old so, to some extent, it is still in its early stages. Growth has been steady and progress has been sound.

Winona was approved by the Minnesota State Board for Vocational Education as an area vocational-technical school in 1949. The advantages amount to more equalized educational opportunities; decreased school drop outs, reduced juvenile delinquency; increased human resources; industrial attractions; and reduced unemployment.

Winona offers training in agricultural, business, distributive, home economics, and trade and industrial education. Day and evening classes are offered in all of these fields. Practical nursing was started last year in cooperation with the Winona General Hospital.

The complete concept of vocational preparation to earn a living includes in Winona guidance and testing, industrial arts tryout courses, day preparatory courses, and employment evening trade extension courses. The success of the vocational program and the area school in Winona is the result of the finest kind of cooperation between the school and labor management groups. —*J. H. Fuhlbruegge, Director of Vocational Education, Winona public schools.*

DUNWOODY INDUSTRIAL INSTITUTE

The William Hood Dunwoody Industrial Institute in Minneapolis celebrated its 36th birthday last winter. A lot has happened in those years. A school that was a dream, an ideal, an innovation in the field of education, has come of age and is moving on to new service.

Dr. Charles A. Prosser, for 30 years Director of the Institute, accepted the challenge of the original Board of Trustees to carry forward Mr. and Mrs. Dunwoody's dream for a trade school to serve the youth and adults of the state. Dr. Prosser's work, speeches, and books have forecast the developments of vocational education. Now approaching his 80th year, (he has been retired for 6 years), Dr. Prosser retains his interest in the field.

The ideals which Dunwoody has worked for, as conceived by Dr. Prosser, are a realistic approach in planning courses that meet the needs of industry, close integration between training and work on the job; close relationships between the school and the industry and labor that will deal with students upon completion of their studies; and finally, service to the community.

These were some of the "torches" lit by the early leader of Dunwoody, and by his assistant directors, R. T. Craigo and M. Reed Bass. Occupied in giving them significance in more recent years is the present staff under the directorship of J. R. Kingman, Jr., with J. A. Butler, Assistant Director in charge of the day school and W. F. Sahlin, Assistant Director in charge of the evening school.

There are 9 main departments at Dunwoody today: air conditioning, auto, baking, building construction, electricity, general subjects, machine shop, power and welding, and printing.

The auto department might be taken as an example of the "realism" in training at Dunwoody. In the early days of the school there was a special course in tire repair. That course is gone today. Where 10 or more men were trained for that work on early automobiles, there is hardly need for training one today. But there is emphasis on training in the auto electric field because the industry has created new cars which demand this service.

Radio and electronics (including training in television), highway construction, and courses in refrigeration are other examples of courses developed to industry's immediate needs. In a number of years they may be obsolete. If so, they will be replaced by more timely offerings.

Dunwoody faculty members utilize industrial consultants in developing courses. Mr. Kingman has been working for good industrial relations since he became Director and he emphasizes the inter-relationship between industry and the school.

The "Dunwoody Plan" of teaching has fostered a close integration between training and actual work done on the job. In every department students perform assignments which they would perform as a worker in the trade. These jobs are supplemented by related training.

What is the result of working out these ideals? Service to the community is probably the one that Dr. Prosser had uppermost in his mind as he put his philosophies to work.

The torch has been lit, and Dunwoody and its staff are working each day to make sure that it continues to burn with its original lustre.

THE UNIVERSITY OF MINNESOTA

AVA members who attend the Minneapolis Convention are cordially invited to visit the University where they may compare notes with professors in the vocational, trade, and industrial education departments.

The University, which just completed a year long celebration of its 100th anniversary, now sprawls over 3 campuses—the main campus on the banks of the Mississippi river in Minneapolis, an agricultural campus in adjacent St. Paul, and a third in Duluth. In addition, a number of experimental outposts are scattered over the state.

Some 340,000 men and women have attended the University since 1851. More than 100,000 earned degrees.

Among the University's many offerings are the industrial arts clinics that the trade and industrial education department sponsors annually. Teachers from throughout the state come to the Minneapolis campus where faculty members introduce them to new instructional media, practices, and processes.

(Continued on page 20)

Anybody Can Write A Letter

➙ what kind will it be?

A leading shoe polish firm has for several years been using the slogan: "Look at your shoes—other people do!" Business men and educators are stressing a similar slogan: "Look at your letters—other people do!"

There are some business men and some educators who still regard courses in business communication as frills; they feel that accounting, marketing and other offerings are important *but anybody can write a letter.* Anybody *can* write a letter. The question is *what kind of letter will it be?*

Rightfully or wrongfully, customers form their opinions of companies because of letters received from them. Some firms furnish their offices elaborately; they landscape the grounds; they hire only the best-groomed employees; they advertise widely; yet they apparently give no thought to their correspondence. A poorly composed, incomplete, sarcastic letter can ruin good will. Strikeovers, fingermarks, and careless folds impress the customer adversely just as the president of the firm would if he were to appear disheveled when welcoming a customer.

In the average business, perhaps 80 percent of the letters deal with routine matters but the other 20 percent can make or break the business. Teachers have unparalleled opportunities to explain that psychological overtones and sound business principles control this strategic 20 percent group. A few illustrations will clarify this point.

Letters from children—Many students laugh at the idea of writing letters in response to those received from little folks. They feel that such problems are unreal and isolated; they assume that companies are too busy to write "grown up" replies to youngsters who ask silly questions.

Consider, for example, the letter from a 9-year-old asking the Kellogg Company to include the Congressional Medal of Honor among premiums to be sent to consumers who submitted a certain number of box-tops! The company explained to the lad that the inclusion of that type premium would be prohibited by the United States Government; it thanked him for his suggestion; the letter breathed good will; it was perfectly centered; it was accurately typed; it was personally signed. Many companies have long since known that no letter may be answered in a sarcastic manner; that no letter is too trivial to answer; that the children of today are the full-fledged consumers of tomorrow. Mail order and sporting goods houses receive hundreds of letters yearly from children who want free dolls, rifles, puzzles and baseball gloves. A teacher who displays samples of letters from companies in reply to these requests can do a great deal to illustrate the business principle that progressive firms make friends with children regardless of the cost in time and labor. They recognize the long-run pattern of good will.

By Virginia Reva, Assistant Professor of Business Administration, University of New Mexico, Albuquerque, New Mexico.

Letters from unreasonable customers—A certain portion of customers will demand adjustments when they are not warranted. It takes time in the office to check facts in a customer's letter, investigate purchase date, length of guarantee, and determine who is responsible for the trouble. But all this must be done.

An irate housewife wrote to a large furniture company explaining that she had purchased a kitchen table and that one leg had "already" fallen off. She lived in a nearby town and demanded that the company send a man to fix the leg or to replace the table. Investigation disclosed no record of the sale. In the interest of good will, however, the store sent a man to the woman's home; inquiry established the fact that she had bought the table *twenty-four years ago.*

Before dictating an adjustment letter, the business man must study the facts of the case; he must grant or refuse the adjustment as the case warrants but he must do everything possible to save the customer. Sarcasm and biting refusals drive away not only a given customer's business but—more important still—he can take business from others with him! An irate or disgruntled customer usually distorts facts to his own advantage. His friends often believe him without bothering to investigate the real situation. Only the most level-headed and diplomatic writer should be allowed to handle adjustments.

The collection letter—Everyone is interested in collecting a bill that is rightfully due him. The letter is often the most economical and least painful method of settling an account. Personal calls which involve a collector's time, fee, and transportation cost are expensive; indeed, all other methods including legal steps are embarrassing and expensive. The letter that can collect and at the same time hold goodwill is vastly important. If the writer becomes high-handed, the letter will do nothing except to make the debtor more determined not to pay his bill. The air becomes supercharged with antagonism. A good collection letter persuades and encourages the customer to pay. To arrive at a high degree of persuasion, however, requires study of the individual case, the use of suitable appeals, tact, timing, and a positive tone. The improvident spender cannot be handled in the same manner as one would the family whose breadwinner has long been hospitalized. In collection work, jumping to conclusions is disastrous.

Local credit agencies are always glad to cooperate with teachers in supplying speakers, sample letters, and booklets whenever the credit and collection series is being studied. These sources appeal to students and should be utilized. Sound principles can thus be taught and can be of immeasurable value to the student in his personal life even if he does not have an occasion to write a collection letter.

The job application letter—Most students take genuine interest in learning how to write an application letter. It is one of the least understood types of letters

that we have. Students must be taught how to study company needs and how to sell their services in relation to these needs. Some applicants brag too much and write meaningless phrases such as, "I can do anything." They fail to distinguish between a spirit of willingness to learn the business and the absurdity of claiming the ability to perform any task from lifting the Super Chief from its tracks to turning out a dozen delicious gingerbread men in twelve minutes.

Our students are studying to become proficient in sales, management, accounting and in other phases of business. Are we showing them that good letters are an important part of the integrated whole? Are we turning out students who are capable of assuming the writing burdens laid on them? Are we teachers cooperating with local business houses and acting as consultants in order to strengthen ourselves?

Do you, reader, look at your letters? Other people do!

VOCATIONAL EDUCATION IN MINNESOTA

(Continued from page 18)

The trade and industrial education department also serves Twin-City-area industries. One of the faculty members is available to give on-the-job training in such fields as foremanship, management and conference leadership. He also trains tradesmen to teach in the local vocational schools.

In cooperation with this department, the University's Center for Continuation Study stages short courses for fleet supervisors, managers of cooperatives, foremen of rural electrical cooperatives, industrial engineers and district office managers.

In both the home economics and agricultural education departments, students do their practice teaching at schools located outside of the Twin Cities.

Services offered in agricultural education closely parallel those sponsored by the home economics education department. Summer school courses are held at the Minneapolis, St. Paul and Duluth campuses, graduate classes which meet once-a-week are scheduled during the year and there's also an annual livestock marketing workshop. Further in-service training is offered through off-campus workshops which meet in different sections of the state one night each week for 11 weeks. A conference of agricultural teachers is also held annually on the St. Paul campus.

Minnesota, in the midst of a school re-organization program, now has agricultural classes in 183 schools—by next year there will be some 200 agricultural departments in the state's high schools.

The University has a placement center for its agricultural education students and the department also publishes a quarterly magazine, *The Visitor*, which keeps teachers in the state posted on new methods.

Special programs sponsored by the business education department include three area conferences for in-service training and an annual spring conference for teacher trainers from surrounding states. Minnesota, which started a distributive education curriculum in 1946, now also conducts workshop-type classes in the summer on such topics as "Advanced Materials and Methods in the Cooperative Part-time Program."

With its many phases of activity, its large student attendance, and an academic and civil service staff numbering more than 9,000, the University of Minnesota—now directed by its eighth president, James Lewis Morrill—can easily claim the position of Minnesota's fourth largest city, as well as the distinction of being one of the oldest chartered communities in the state.

How much do you know about the AVA?

What is AVA's purpose
How is it organized
What has the AVA done
What is AVA doing today

The answers to these and other questions about the Association can all be found in AVA's latest publication—

AMERICAN VOCATIONAL ASSOCIATION

Your Professional Organization

Every AVA member should read this booklet. Learn what the AVA is doing to advance the well-being of its members and to promote the development and improvement of vocational and industrial arts education. You will be proud to be a member when you read the story of your professional organization.

Write today for your free copy

AMERICAN VOCATIONAL ASSOCIATION
1010 Vermont Avenue, Washington, D. C.

$ and the AVA

In order that AVA members may have a true picture of the financial status of the Association, we present herewith a special report of AVA's finances by AVA Treasurer, Charles W. Sylvester.

THE AVA purports to speak as the national representative of all the vocational and practical arts forces of the nation. It faces a tremendous task in the immediate future if it is to do this effectively. It is necessary for the AVA, as your representative in legislative and public relations, to enlarge upon its program of research, publications, and service.

In the past, our limited yearly budget has seriously curtailed the extent of all these important activities. There are many services which the AVA should provide during these critical times—and which it can provide only with increased revenue.

This situation demands that we examine carefully the financial status and prospects of our Association, to see how we can support the program of action which the AVA is called upon to perform.

The income of the AVA is derived largely from annual membership dues. Income from life membership fees is invested in Government bonds and only the interest is used currently. Other items of receipts include the sale of exhibit space at AVA conventions, advertising in the JOURNAL, registration fees at conventions, and sale of publications. Therefore, at $2 per member, with an estimated 33,000 active members for the year 1951, the AVA is receiving approximately $66,000 from this source. An estimated $33,000 should be received from the other sources mentioned above, so that the AVA has a working fund of $99,000 for the 1951 year, which ends November 30.

The estimated budget expenditures were set by the Executive Committee, meeting at the Miami Convention, at $108,443. However, most of these estimates have had to be raised during the year in order to meet increased costs, such as the increase in printing charges. More serious, only $2,000 was allocated for legislative activity for the entire year, but almost that amount was used to carry on the fight to prevent complete loss of funds for the distributive education program.

Even by living within the estimated budget (which will be possible only because we have eliminated some activities such as proposed publications and committee travel) and assuming that our receipts will equal the estimated figure, we will still not be able to operate the Association on the year's income, but must draw on the 1950 bank balance and dues paid in advance.

The bank balance, as of December 1, 1950, was $34,553.28. However, this figure exaggerates the actual financial standing of the Association. It included approximately $20,000 for payment of 1951 membership dues, because particular effort was made to collect dues for the coming year during the fall of 1950. The bank balance did not represent a difference between income and expenditures for the year 1950 and gave the false impression that AVA was operating with a large surplus.

The bank balance at the present time gives a more accurate picture of the financial situation of the Association, since we have not yet received many dues for the coming year. As of August 31, 1951, the AVA bank balance was $9,302.28. In this figure, $5,541.05 is restricted for use by the Commission on Life Adjustment Education and the Home Economics Committee on Foreign Teacher activity. This leaves a working balance as of August 31, 1951 of $3,761.23.

It is immediately apparent that even without greatly stepping up the tempo of AVA services, it is no longer possible to balance the budget with the present revenue. It has been necessary in this, and the past few years, to draw on the receipts from the next year's dues in order to pay for current operating expenses. The AVA cannot continue to operate on this financial basis.

Where can needed funds be obtained? Two possibilities present themselves— (1) using AVA's invested funds or (2) increasing revenue from membership dues.

The funds which the AVA has set aside as an investment are from the sale of life memberships. All the income from life memberships is invested in Government bonds, and the amount so invested as of April 1, 1951, is $49,807. This entire amount would pay operating expenses for less than six months. To use it would be only an emergency measure, which would obviate current financial difficulties at the expense of our long-term financial soundness.

Another alternative—which offers prospects of permanent relief from financial pressures—is to increase revenue from AVA dues. An increase in membership alone is not the answer to our financial difficulties. As the number of members increases, the cost of adequately servicing them also increases.

Serious consideration should be given to the possibility of raising the annual dues. They are not now adequate, and consequently the total income is not adequate. A membership fee of $5, together with an increase in membership, would go a long way toward solving our financial problems.

A study of dues in other organizations discloses that the AVA has offered its members the outstanding bargain in the educational field. Virtually all other educational organizations—state and national—now have membership fees of $5 or more.

If some small loss in membership resulted from the raising of dues, the total gain would still be sufficient to enable the AVA to pay for current operating expenses. We believe that the additional services which the AVA could then perform would actually increase membership substantially.

These are the facts as they relate to the AVA's financial status and needs. The solution is in the hands of those who are genuinely concerned with the future of the Association and the future of vocational and practical arts education.

The Executive Committee of the AVA authorized President H. C. Fetterolf to appoint a special committee to study the financial needs of the Association. This committee has conducted a survey among a representative portion of the membership to determine those services which the AVA should perform for its members and to discover the sentiment regarding increasing dues in order that these services might be rendered. This committee's findings will be published soon.

—how community enthusiasm and cooperation can result in a top flight retail program

DE in DETROIT

In the old days, future retail workers and managers were required to serve apprenticeships in which they were systematically taught and trained by master retailers.

Apprenticeships were arranged by legal agreements for periods of 3 to 7 years. The employer agreed to teach all details of his trade and to provide supplementary instruction, as well as board, lodging, clothing, and, in some cases, a small sum of money. The apprentice agreed to render faithful service, to apply himself diligently to his work and to the improvement of his knowledge and skill. Apprentices thereby acquired a definite knowledge of merchandise and methods and skill in store work as well as strength, endurance, and discipline. They also learned to judge correctly the quality of goods, keep books, and drive a good bargain.

Up to the middle of the 19th century, retailing had sufficient prestige to have an established educational program. About 100 years ago, however, the apprentice system broke down under the pressure of greatly increased expansion of business and a resultant demand for help of any kind. By the end of the last century, the system of training by apprenticeship for retailing and many other fields had been practically forgotten.

As the 20th century progressed, the rapid development of retailing slowed down. Today it is not as easy to sell goods profitably as it was some years ago. It is no longer possible to run a successful store without workers who have specialized knowledge and skill in their jobs. Retailing has entered another era and, since the late 1920's, there has been a growing interest in distributive education throughout the nation.

In Detroit, the first few evening classes in retailing were begun in 1928. By 1935, retailing classes were a part of the regular high school program. The years between, and since, are a story of community cooperation.

Because the success of any cooperative project depends upon the quality of the people who are involved, credit should be given to the merchants of Detroit who, under the leadership of Charles E. Boyd, Secretary of the Detroit Retail Merchants Association, have made their facilities (both equipment and personnel) available. Many school people have also contributed to the success of the program. The Detroit Board of Education and the last 3 superintendents of schools gave excellent support to Miss Marjorie Helen French, Detroit's Supervisor of Retailing.

Detroit's retailing programs are of 5 varieties—each of which function with the assistance of an advisory committee from retailing.

The first to be initiated (in 1929) was the evening school program in distributive education for adults. This was given under the joint sponsorship of the Retail Merchants Association, Wayne University, and the Michigan State Board of Control for Vocational Education.

Second, the general retailing program in Detroit's high schools was started with 275 students in 1935. Last fall's term had an enrollment of 2291 students in 17 Detroit high schools. Totalling the number of senior students who have been in the retailing classes in the 15 years between, we find that approximately 25,000 have received credit for one or more semesters in this course.

Third, the part-time cooperative retail program was started in 1945 in 5 high schools. Last fall 161 senior students from 5 high schools were participating.

Fourth, a four year curriculum in retailing in the School of Business Administration at Wayne University was established. Wayne also offers a five year curriculum that leads to a master's degree in distributive education. Both courses are on a cooperative basis in the 4th year.

Fifth, a teacher-counsellor cooperative summer course has been started at Michigan State College. This is carried on in Detroit with the cooperation of local merchants. A graduate course that is open to teachers who are counsellors or who are qualifying for counselling, this is a 6-week summer course in which the counsellor has classes one day per week and works the remaining four days in a store where he is paid for a five day week. In this way the counsellor learns what opportunities exist in stores, and what qualifications are necessary for various jobs and he also is able to confer with members of management about store personnel policies.

The Adult Program

Detroit's adult evening school program in distributive education now offers more than 20 different retail courses, with an average yearly enrollment of 1200. Designed for adults employed in the distributive field and offered by Wayne University's School for Business Administration, the courses are not for college credit, but are offered by a Retail Training Section of the College and sponsored by the Detroit Retail Merchants Association. The Advisory Committee is made up of the Secretary of the Retail Merchants Association, personnel executives from 8 stores, a member of the retailing staff of Wayne University, and a representative of the Detroit Controller's Group. Last year, the retail merchants presented a $35,000 remodeled apartment building to Wayne for use in this program.

Detroit's high school programs in DE came into

(Continued on page 25)

This material was taken from a speech presented by Mrs. Opal Cunningham (of Crowley, Milner & Company in Detroit) at the 1951 meeting of the Canadian Retail Federation in Montreal, Canada.

theory and practice of industrial electronics. Described

department of the American Locomotive Company.

The Good Neighbor Policy in operation

A UNIQUE PROGRAM of training for vocational teachers has helped to cement friendlier relations between the United States and Latin America. Because of the good work of AVA member Gilbert G. Weaver, Director of Training, New York State Bureau of Vocational Curriculum Development and Industrial Teacher Training, ten young Brazilian teachers who studied under his supervision have returned to their own country full of enthusiasm and respect for America's program of vocational training.

Teacher trainers and vocational instructors in this country can learn much from studying the techniques used successfully in this project in international cooperation.

Mr. Weaver's responsibilities were undertaken as part of a cooperative project, begun some years ago, between the Brazilian Ministry of Education and the U. S. Government, operating through the Institute of Inter-American Affairs, which is now an integral part of the Point 4 Program administered by the Technical Cooperation Administration. A commission called the Comissão Brasileiro-Americana de Educacão Industrial, or CBAI, was set up to administer a teacher training program in industrial education. The objectives of the CBAI are the development of closer relations between teachers of vocational education in the United States of Brazil and the United States of America, the interchange and training of Brazilian and United States specialists in vocational education, and the development of such other projects in the field of vocational education as may be of mutual interest.

Through CBAI, ten instructors from vocational schools in various parts of Brazil were selected to come to this country last year to study under the American system of vocational training. Mr. Weaver acted as consultant to this group of teachers and supervised their year's training in the United States.

The teacher training program developed by Mr. Weaver set out to achieve these purposes:

To develop good will between the United States and our Latin American neighbors

To train Brazilian industrial teachers in additional occupational skills and supplementary related technical knowledge

To acquaint these teachers with American methods of manufacturing necessary to mass production

To give the group teacher training courses comparable with those given our own industrial teachers

To develop leadership among the Brazilian industrial teachers in order that they might return to their own country to do some of their own teacher training

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This article, written in the AVA office, is based on reports submitted to the Institute of Inter-American Affairs by Gilbert G. Weaver, Director of Training, New York State Bureau of Curriculum Development and Industrial Teacher Training. Mr. Weaver also supervised a program of training for eight vocational guidance counselors from Brazil (including the Brazilian national supervisor), which space does not permit us to describe in this issue. Persons desiring more information about these training projects should write directly to Mr. Weaver at the State Education Department, 227 East Ninth Street, New York 3, New York.

Information about the work of the Institute of Inter-American Affairs may be obtained by writing to the Information Office, The Institute of Inter-American Affairs, 499 Pennsylvania Avenue, N.W., Washington, D. C.

The training program, unorthodox in many respects, combined necessary innovations with tried and true principles, with singularly effective results. To see how the expressed objectives were realized, through detailed planning, careful preparation, and close supervision, let's follow one trainee through his course of training.

João F. Sobral, vocational instructor in electricity in the Escola Tecnica G. Vargas, São Paulo, Brazil, arrived in New York City with nine fellow Brazilian teachers on September 15, 1950. The group was accompanied by a representative of the Brazilian Ministry of Education, Dr. Armando Hildebrand, whose responsibility it was to supervise housing, social and recreational activities, and act as general guide and counselor for all aspects of the year's stay exclusive of the training program itself. His services proved to be an invaluable adjunct to the merit of the program and other programs involving exchange teachers could profit from following this example.

Two days after the arrival in New York, the group held its first meeting—an orientation session. The importance of their being selected for a pioneer training project was stressed, along with their responsibility to make their sojourn in the United States profitable to themselves and to their country. The program of work which had been planned for them was explained, their obligations were outlined, and it was made clear that recreation, as well as hard work, was an important part of their educational experience.

João's English was quite adequate, but it was found at this first meeting that additional instruction in English was necessary for members of the group if they were to profit by the instruction and avoid inconveniences in their contacts with school and manufacturing organizations. A special English course was provided to meet this need.

Sobral's first job was to obtain additional skills and related technical knowledge in his chosen occupation of electrician. Like all the other teachers, he received assignment sheets, which told him where to report, when, how to get there, and whom he should contact upon arrival. Advance arrangements had been made for every assignment, so that he and the supervisors knew just what was to be learned at each different training station. Sobral was responsible for turning in a weekly report, covering the following points: indicate briefly the kind of work you performed during the week; state the specific operations and information you learned which you can use when you return to Brazil; list the tools or equipment you used or observed which were new to you; tell why you can not use some of the things you learned this week; comments on the week's assignment.

This weekly report had the dual purpose of causing the trainee to be more observant as well as to do more thinking about his new experiences and their relation to his work in Brazil and giving him an opportunity to express any dissatisfaction or preference for the work he was doing. Typical of the entire training program, the main emphasis of Sobral's weekly report was on the relationship of the training received to his teaching job in Brazil.

Sobral reported first to the electronics department of the New York Trade School where he studied the

theory and practice of industrial electronics. Described by Weaver as a "bright, young, enthusiastic chap, always eager to learn," Sobral was disappointed to find that the instructor did not have much time to devote to him. A complaint in his weekly report brought speedy adjustment and in his last report he wrote "I learned enough to be happy with my work this week."

The Y.M.C.A. Technical and Trade School in New York City was Sobral's next assignment, where he studied refrigeration theory and practical application. The fine relationship existing between the cooperating schools and the visiting Brazilian students is brought out in this revealing statement by Sobral:

"It is impossible to write or to speak of how much attention I have received from the teachers in the school. Everybody wants to help me. I have had the best time yet in the U.S.A. Never before in my life have I had around me people like the Y.M.C.A. Technical and Trade School teachers. They are very good friends and they have done everything to help me. I got a big amount of new knowledge about refrigeration and made good friends among the teachers, the director, and also among the students and other clerks."

After a few weeks at the New York Neon Lighting School, where he acquired the necessary technical background and manipulative skill in making neon signs, Sobral went to New York University for an evening course in air conditioning. Sobral's training to acquire additional technical competency in his chosen field was handled entirely through New York City institutions.

Another member of the group, Ivo de Bona, a machine shop instructor from the Escola do Senai, Jundiai, São Paulo, covered much more territory during his training period. He traveled first to Denver, Colorado, to observe and take part in the apprenticeship program of the Union Pacific Railroad Company. He worked in the Company's shops and also in the related subjects classrooms at Emily Griffith Opportunity School. From Denver he went to the Caterpillar Tractor Company, Peoria, Illinois, to observe training classes and assembly line techniques for producing diesel engines. After a short visit with the Westinghouse Company in Pittsburgh, Pennsylvania, he returned to New York City to study in the machine shops of the New York Trade School. His final assignment was in the diesel engine department of the American Locomotive Company, Schenectady, New York.

These two examples will show the extent to which the training programs were individualized to fit the requirements of each teacher and designed to give him a working knowledge of American technology in his own field. The schedules for the other eight Brazilians were equally complete.

On January 21, Sobral and his fellows began their formal teacher training, given at the New York State Teacher Training Center in New York City. The training they received closely approximated that offered to industrial teachers for certification in New York State. The courses covered were Trade Analysis and Course Building, Shop Organization and Management, Methods of Teaching Industrial Subjects, and Construction and Use of Visual Aids. The program was an intensive one, involving a great deal of outside work, and it was necessary for the teachers to spend four to eight hours daily at home on their assignments. Nevertheless, it was evident from observation by the instructors and from conversations with the men, that they enjoyed the work and profited greatly from the instruction.

Considerable thought was given to the kind of teacher training that would be most profitable to fit the needs of this group. Many individual conferences were held so that each person received personal help with his own particular problems. All conversation in the classroom was in English and there were many discussion periods. Sobral, along with the others, was required to give demonstration lessons and to submit many written assignments which were constructively criticized by the instructors. Throughout the course, pamphlets and other instructional materials were distributed to the group.

Some of the most interesting and enlightening experiences for Sobral and his friends were the trips made to trade schools and industrial plants throughout the country. During the formal training session, which lasted from January 21 to May 25, the ten Brazilians made group visits to thirteen factories and twenty-five vocational schools.

These visits were arranged to enable the Brazilians to obtain an overall perspective of our program of vocational education and our industrial system. Each

The Brazilian industrial teachers who studied for one year under the supervision of Gilbert G. Weaver (sixth from right) pose in front of the Hershey Chocolate Company plant in Hershey, Pa. This field trip also included inspection of the Hershey Industrial School.

visit was planned with a specific objective and considerable preparation was necessary in order to avoid confusion or misunderstanding. The splendid cooperation received from all the organizations which were asked to extend hospitality to the visiting Brazilians added immeasurably to the educational value of these trips. Officials of the several schools and plants exerted every effort to make the visits both pleasant and profitable. It is safe to assume that the Brazilian teachers derived much knowledge and insight into our ways of administering schools and managing industrial organizations through these trips.

A typical trip made was that to Connecticut, where the delegation observed assembly line production techniques at the General Electric Fan and Cable Plant and modern foundry methods of machine tool manufacture at the Bullard-Havens Company, in Bridgeport. They also inspected the Meriden Trade School and the Stamford Technical High School.

Upon completion of the formal training course, Sobral and the other Brazilian teachers were sent to work in industrial plants where they could put into practice the skills they had acquired earlier in American trade schools. Our trainee worked first in the New York office of Fishback and Moore, the company which holds the contract for the electrical work involved in the United Nations headquarters building. Here Sobral was able to get actual practice in making blueprints and plans required for complex electrical installations.

He was then sent to the Carrier Corporation, a company specializing in air conditioning, in Syracuse, New York. Here Sobral was placed in the Field Repair Shop, where he could obtain practical experience with various types of products. The company, at first hesitant about this project, became enthusiastic over the progress of their Brazilian employee. A letter from his supervisor states "Without a question, after knowing João and hearing firsthand of Brazil, the exchange of students between our two countries has an immeasurable good in the better understanding and consequent good will it inspires. Mr. Sobral's intelligence, tact, courtesy and good will made an impression on us all. We are proud to have known him and hope that our short acquaintance will remain a friendship through the years to come." This company was so impressed with the ability of the young Brazilian trainee that they attempted to hire him on a permanent basis. No better recommendation can be made of the effectiveness of his training program.

This very brief summary of an outstanding program of teacher training cannot do justice to its full value—as an effective method of teacher training and as a successful experiment in good will between nations. The key to its excellence lay in careful, detailed planning at every stage in the program. A tremendous amount of work was involved in planning the individual training schedules, in making the arrangements for each student to study in the various schools and to work or observe in the several factories, in contacting plants and schools which were visited by the group, and in adjusting teacher training courses to the needs of men who would do their teaching in Brazilian schools. Much of the credit for the operation of this commendable program must go to its director, Gilbert G. Weaver. He gave unstintingly of his time and wisdom, in order that this project might succeed and that these ten men, placed under his supervision, might return to Brazil with a feeling of satisfaction in a year well spent with good friends.

DE IN DETROIT

(Continued from page 22)

being not long after the establishment of evening programs. In Detroit, 50 percent of the high school graduates find employment in the retail field. Sixteen high schools and one trade school offer courses in retailing as one of the business-vocational majors available in the 11th and 12th years. Some schools have as many as nine different classes.

The success of this program is self-evident. Each year, Miss French makes up a comprehensive report of recommendation on each retailing senior. These reports are sent to the merchants for their reference.

The Cooperative Program

Detroit's high school cooperative program in retailing, while only in its sixth year, is already well developed. This program recognizes that the most valuable type of retail training is one that combines school study and an opportunity to practice the techniques under a store supervisor and a school coordinator.

Three of the five participating schools use the traditional arrangement of morning school, and afternoon and Saturday store experience. One high school and the trade school, however, operate on a 2 weeks in school and 2 weeks on the job plan.

Students accepted for the cooperative course are selected most carefully by the school coordinator. Each one is given the Detroit retailing tests. About one third of the first applicants qualify and it is then necessary to obtain their parent's approval and find merchants who will accept them. In this type of program, the attitude of school administrators and counsellors, as well as that of the merchants, is of tremendous importance. To promote the understanding and cooperation of all of these groups, the Detroit Board of Education published, in 1947, a comprehensive booklet entitled *Retailing Education—A Growing Curriculum of the Detroit Public Schools.* The Detroit Retail Merchants Association has also published several booklets for use in the schools in the DE program.

In addition to the printed materials offered by the schools and retail merchants, other devices have been employed to enlist the support of this program. Several years ago a series of luncheon meetings and store tours for high school administrators and counsellors were initiated. These were followed by school visits on the part of the merchants.

Another part of the cooperative program is Detroit's new club—the Future Retailer's of Detroit (affiliated with the Distributive Education Clubs of America). This organization supplements the social activities that cooperative students miss in their school-store year.

In the establishment and development of Detroit's distributive education program, it was discovered that one of the real problems is the location of leaders in retailing and schools who are willing to work against many discouragements. School authorities usually are willing to provide needed facilities, but they must have the hearty cooperation of business executives. Another problem involves getting the right students interested. This means a real selling of the potentials and needs of the distributive field to every school official right down the line.

Any difficulty that may be encountered in setting up a program of this type is easily outweighted by the advantages which include: a better informed, more understanding consumer public; better trained, higher caliber employees in the field; and better retailing as represented by better ability in store management and greater skill in store workers.

PUBLICATIONS
American Vocational Association

AMERICAN VOCATIONAL ASSOCIATION: Your Professional Organization

The story of your association—a story of progress and promise. Learn what the AVA is doing to advance the well-being of vocational and industrial arts workers and to promote the development of these phases of education. *24 pages, 1951. Free*

SALARY INCENTIVES FOR TEACHERS OF INDUSTRIAL AND DISTRIBUTIVE EDUCATION

Sound reasons why salary schedules must be revised to assume a supply of competent instructors in these two vital fields. Includes selected examples of how some communities have met the problem of competition from business and industry for effective teachers. *24 pages, 1951. $.15.*

A NEW LOOK AT LIFE ADJUSTMENT EDUCATION

Prepared by a special AVA committee, this booklet points out how the educational practices developed in vocational programs can be applied to a sound program of education for the neglected 60 per cent of our high school population. *48 pages, 1950. $.25.*

VOCATIONAL ADVISORY COMMITTEES

A booklet prepared to promote the use of advisory committees by explaining their functions and describing their contributions to a sound vocational program. Will help educators realize maximum benefits from lay advisory groups. *40 pages, 1950. $.25.*

STUDIES IN INDUSTRIAL EDUCATION

The first bibliography of studies on the graduate level in industrial arts education, vocational industrial education, and technical education. An invaluable source of information for teacher trainers, students, and administrators. *160 pages, 1949. $1.00.*

SERVICE AREAS FOR VOCATIONAL SCHOOLS

A most valuable piece of reference material for persons contemplating the expansion of their vocational program. Gives complete information on procedure of establishing area vocational schools and describes types of area vocational programs now in operation. *36 pages, 1949. $.25.*

FACTORS AFFECTING THE SATISFACTIONS OF HOME ECONOMICS TEACHERS

Results of a nation-wide study by AVA Home Economics members to determine the reasons why women remain in or leave the teaching profession, including effects of teaching load, salary, community conditions, and family responsibilities. *96 pages, 1948. $.50.*

From AVA Headquarters

(Continued from page 3)

student, college trainee, teacher of vocational agriculture, and teacher trainer. He said that although he had severed his connection with the program, "I still maintain a keen interest in agricultural education and am here today for the sole purpose of keeping its future bright." He then proceeded to present a strong statement urging the transfer of the administration of vocational agriculture from the U. S. Office of Education to the Department of Agriculture.

All who have thus far testified regarding the transfer of vocational agriculture to the Department of Agriculture—whether for or against such action—praised highly our nation's program of vocational agriculture.

Secretary of Agriculture **Charles E. Brannon,** in reply to a question from Senator Thomas R. Underwood, Ky., stated to the committee that he was not in favor of transferring the vocational agriculture program to the Department of Agriculture.

Representatives of several farm organizations, including the National Grange, the Farm Bureau, and the National Council of Farm Cooperatives, have not yet testified. Indications are that representatives of some of these organizations may present a joint statement regarding S. 1149. It is not known whether this statement will or will not favor transferring vocational agriculture to the Department of Agriculture.

The Senate Committee will not take action on the bill during the first session of the 82nd Congress, which will probably come to a close on or about the first of October.

M. D. MOBLEY, *Executive Secretary, American Vocational Association, Inc.*

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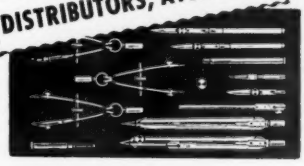

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THE NATION MARCHES FORWARD

(Continued from page 2)

The last war proved once again the essentiality of the instrument maker, the metal worker, the machinist, the draftsman, the scientific farmer, the efficient housewife, the clerk and the canner. Following the war, Senator Walter George and I and other co-sponsors introduced and pressed to passage the Vocational Education Act, providing for a great expansion of our vocational education program. Unfortunately, the funds voted each year have fallen short of the amount authorized by about one third, roughly ten million dollars —a drop in the bucket as compared with the cost of less than adequate training today under emergency programs being launched by the armed forces and defense plants. How much wiser and less costly it would have been to step up training under our regular vocational education program that contributed eleven and a half million essential workers to the last war effort.

Our intelligence sources tell us that Russia and her satellites are feverishly working to train large numbers of skilled workers, instructed by highly trained vocational teachers taken out of East Germany since the last war. The masters of the Kremlin know all too well that their chance of success in their cold war, a major hot war or the long range struggle for world markets, depends upon maximum efficiency in mass production.

The Senate has made determined efforts to increase the funds for vocational education but each time the House has remained adamant, saying we couldn't afford to spend the money.

And yet, right under our noses lay the greatest source of financial help for American education ever dreamed of—a fabulous treasure of undersea oil off the coasts of California, Texas and Louisiana. Despite the fact that the U. S. Supreme Court has held in two famous decisions that the oil belongs to the people of all 48 States, these three States with the help of big oil companies have pushed through the House of Representatives a bill to take all the oil for themselves. The bill would have Congress make them an outright gift of the oil, estimated as being worth at least 40 billion dollars at present prices.

I with several of my colleagues have proposed an amendment to this bill to require that the royalties from this public oil resource shall be paid into the United States Treasury and used for education. This is the policy that Congress followed in the Morrill Act, providing grants of public land for the establishment of our magnificent system of land grant colleges. Applying the same policy to this great new "land resource" at the bottom of the sea would be like placing an oil well in the back yard of every vocational school, grammar school, high school and college in America.

I have been joined in the introduction of the "Oil for Education" amendment by Senators Douglas of Illinois, Kefauver of Tennessee, Morse of Oregon, Neely of West Virginia, Tobey of New Hampshire, Hennings of Missouri, Benton of Connecticut, Humphrey of Minnesota, Chavez of New Mexico, Lehman of New York, Murray of Montana, my colleague Senator Sparkman, and Congressman Mike Mansfield of Montana.

Every teacher, every parent knows the desperate financial condition of education —of vocational schools, grammar schools, high schools and colleges.

This oil offers education's big chance—the means given by Providence without taxes for meeting a large part of education's pressing needs. It is America's big chance to pull away from illiteracy and educational deficiency that has caused the rejection of over 300,000 young men by the armed services since Korea—the equivalent of seventeen infantry divisions.

As one educator recently put it, "The nation marches forward on the feet of little children." The royalties from this oil must be used for their education—in every State in the Union.

The Oil for Education amendment should have the active support of every parent, every teacher and vocational instructor, every educator.

Editor's Note: Senator Hill is co-author of the Vocational Education Act; TVA Act, Hill-Burton Hospital Act, and the Rural Telephone Act.

Help This Program!

Six years ago Congress authorized National Employ the Physically Handicapped Week and designated the first week in October for its annual observance. Since then, the idea of NEPH Week has developed into a year-round program. Today many private organizations and thousands of public-spirited individuals are cooperating with local, state, and federal government agencies in organized and continuous effort for the rehabilitation and employment of the physically handicapped, veterans and non-veterans. Much has been accomplished. Much remains to be done. What can YOU do to help?

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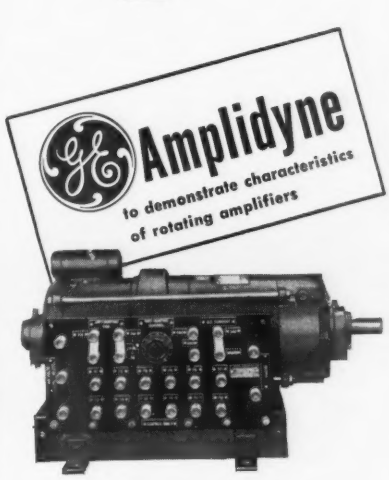

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Association NEWS and NOTES

● The **Third Annual Louisiana Vocational Association Conference** was held at Louisiana State University in Baton Rouge August 26-29.

A. E. Robinson, Louisiana State Director of Vocational Education, presided over the opening general session. Main speaker at this meeting was Louisiana's Superintendent of Education, Shelby M. Jackson.

AVA's Executive Secretary Dr. M. D. Mobley addressed the annual business meeting and the second general session. Dr. A. J. Stoddard, Superintendent of the Los Angeles, California, city schools, also spoke before the second general session. Murray I. Jones, Louisiana's Executive Assistant for Vocational Education, presided.

With A. Larriviere, Head of the Department of Agricultural Education at Southwestern Louisiana Institute, in charge, the third general session featured addresses by Dr. Albert E. Jochen, Director of Vocational Education, Middlesex County Vocational-Technical School, New Brunswick, N. J.; and Paul C. Stevens, Superintendent of the Wheat Ridge, Colorado, public schools.

Divisional meetings followed the opening sessions. The complete convention program was presented in a 46-page booket.

AFA HONORS R. D. ANDERSON

R. D. Anderson, Associate Director of Vocational Education and State Supervisor of Agricultural Education in South Carolina, has been chosen for one of The American Forestry Association's annual Conservation Awards, according to an announcement by D. C. Everest, AFA President. For outstanding contributions in the field of education, the award will be formally presented to Mr. Anderson on October 8 at the Association's 76th anniversary meeting in Jefferson, New Hampshire.

Mr. Anderson has won wide recognition for his leadership in youth, forestry and conservation activities. During the last three years many farm forestry projects have been carried out in his state as the result of a concentrated instruction program he instituted in 1948.

* * *

● John Bunten, Nevada State director of Vocational Education, announces that the Nevada Vocational Association has already attained 100 percent NVA-AVA membership for 1951-1951. Six persons, in addition to all vocational teachers in the state, have already paid their dues for next year.

* * *

● The AVA office has received a letter of inquiry about membership from G. E. Robinson, Technical Instructor, Technical Institute, Yaba, Nigeria, British West Africa.

AVA's Executive Secretary Dr. M. D. Mobley addressing the annual meeting of Arkansas Vo-Ag teachers—Little Rock, August 28-31.

● The summer executive committee meeting of the **National Vocational Agricultural Teachers Association** convened August 9-11 in Denver, Colorado's Hi-Way Motel.

Arrangements were made to schedule a meeting of vocational agriculture instructors during the course of the National Future Farmers of America Convention in Kansas City. President Jess Smith will preside.

The NVATA Executive Committee also decided to send the Acting Executive Secretary to Washington, D. C., to testify in opposition to Section 7 of S. 1149 (a bill that proposes the transfer of agricultural education from the U. S. Office of Education to the U. S. Department of Agriculture). Recognizing that the vo-ag program is a part of the total educational program, the Executive Committee felt that vo-ag teachers belong in the U. S. Office of Education. The committee further recommended that any existing inequities in the U. S. Office be ironed out rather than completely transferred to another department. Questionnaires were sent out to all states from the office of the NVATA Executive Secretary, as a result of which it was determined that a very large majority of state vo-ag teacher associations are definitely opposed to the suggested transfer.

H. C. Fetterolf, AVA President, attended the full meeting and complimented the group on the "tenacity with which they adhered to a program of work."

* * *

● At the close of the Industrial Education Sectional Meeting of the Tennessee Education Association held in Nashville March 16, Professor Clyde H. Wilson of the University of Tennessee was presented a watch and set of matched traveling bags in recognition of his 25 years of faithful service.

NVATA Executive Committee, l. to r.: Parker Woodul, Neldon Taylor, Neil Johnston, LeRoy Bunnell, Bob Wall, Jess Smith, Melvin Mahler (guest), Dean Lancaster (guest), Joe Cuffman, A. C. Hale, Max Lampo, L. E. Crosss, and AVA President H. C. Fetterolf.

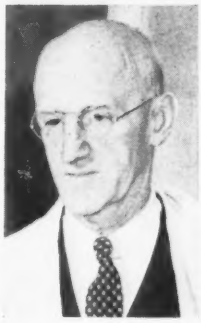
● **Millard C. Kent,** who has served as Principal of the Edison Vocational High School in Baltimore, Maryland, since 1927, retired as of September 1. **Howard E. Ziefle,** Supervisor of Vocational-Industrial Education since 1943, was appointed Principal of the Edison Vocational High School to fill the vacancy caused by Mr. Kent's resignation. Mr. Ziefle will also serve as coordinator of the programs of the Edison, Barton, and Mergenthaler Vocational High Schools in preparation for the opening of the new Mergenthaler Vocational-Technical High School, at which time he will serve as Mergenthaler's Principal. With an industrial background, Mr. Ziefle originally taught electricity at the Edison school. He earned his M.A. degree in 1941 at the University of Maryland. From 1938-43, he served as Principal of the Wilson General Vocational School.

● **William J. Hucksoll,** Principal of Wilson General Vocational School, has been appointed Supervisor of Vocational-Industrial Education to fill the vacancy created by Mr. Ziefle's transfer. A former teacher at the Edison school, Mr. Hucksoll served for two years in the Central Office in the Department of Aptitude Testing. He has also served as Principal of Baltimore's General Vocational School.

● **A. Joseph Pumphrey** replaces Mr. Hucksoll as Principal of the Wilson school. Mr. Pumphrey has been teaching in Baltimore since 1928. He served as Principal of the Occupational School from 1938-43, and Principal of the Seipp General Vocational School for four years before entering his five years of service in the business division of the public schools.

● **Dr. Malcolm Galbreath** resumed his duties as Director of the Technical Institute at Morrisville, N. Y., on July 1 after serving for 18 months with the Food and Agriculture Division of ECA in Paris, France. Dr. Galbreath was connected with the headquarters office of ECA which has branches in 16 European countries. He is an active AVA member and has served on the Committee on Research and Publications.

FRANCIS TUSTISON RETIRES



Lifelong plans for the "perfect vacation" became reality in July for Francis E. Tustison, Professor of Science and Mathematics, after 32 years of teaching at The Stout Institute, Menomonie, Wisconsin.

On the eve of his retirement, Mr. Tustison was honored at a gathering of faculty men for dinner, speeches and the presentation of a gift.

CLYDE C. CLACK

Clyde C. Clack, of the Binney & Smith Company, has been elected Captain of The Ship to succeed Chester L. Messmore.

The JOURNAL erroneously reported Harry W. Sears as the Ship's new captain in the September issue. This error is regretted.

Other new officers of The Ship are as follows: Todd Jones, School Shop, First Mate; John Guthrie, Weber-Costello, Second Mate; Bob Stucker, Brodhead-Garrett, Log Officer; Bill Jennison, School Arts, Purser; Harry Masters, L. S. Starrett Company, Radio Officer; and Dave McCurrah, Eberhard Faber Pencil Company, Steward.

● Heads of home economics departments and teacher trainers in this field are invited to attend a special session during AVA Convention week. Miss Letitia Walsh, Chairman of the Association of Teacher Educators in Home Economics and head of Home Economics Education at the University of Illinois, has announced this meeting for Tuesday afternoon, November 27. Anita Dowler of the University of Illinois faculty, will discuss the present requirements in general education for home economics education majors.

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YOUR CONVENTION HEADQUARTERS

the Radisson MINNEAPOLIS hotel

1951 AVA CONVENTION NOTES:-

- **Registration will open on Sunday, November 25, and continue through Monday at the Radisson Hotel in Minneapolis. On Tuesday it will be transferred to the lower level of the Municipal Auditorium.**
- **Remember that convention delegates must register in order to obtain a program booklet. Also, registration cards must be shown for admittance to all meetings.**
- ***Be sure to register this year!***

FOR YOUR OFFICE OR CLASSROOM

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CLARENCE E. RAKESTRAW

Clarence E. Rakestraw, 62, died August 29, in Doctors Hospital, Washington, D. C., after a two-day illness.

Born in Cave Spring, Georgia, Mr. Rakestraw was graduated from Colorado State College. He joined the Office of Education staff in 1927 as Trade and Industrial Education Agent for the Central Region and later served the Southern Region in the same capacity. In 1940, he became Consultant in Employee-Employer Relations and continued in that position until his death.

Mr. Rakestraw served the Government as an educational expert about 33 years. He was a pioneer in working to bridge the gap between school and employment. His best known book, *Training High School Youth for Employment,* presented guiding principles and actual procedures to be used in the development of related study outlines for specific occupations represented in Cooperative Diversified Occupations Programs. He won national recognition as a conference leader and participated in a number of research studies of especial interest to labor, management, and education. The respect in which Mr. Rakestraw was held by his associates in employer-employee relations work was effectively expressed by Matthew Woll, Chairman of the American Federation of Labor Committee on Education, who said in part:

"Because of his understanding that vocational training should be a joint undertaking in which labor, employees, and teachers cooperate, he was able to promote mutual confidence and sound principles. His leadership and cooperation in the review of vocational education in which we are currently engaged typified a constructive approach that seeks facts to indicate roads to progress."

MRS. VERNE C. FRYKLUND

Mrs. Verne C. Fryklund died in Menomonie, Wisconsin, on September 8, 1951.

As the wife of the President of Stout Institute, Mrs. Fryklund was well known to AVA members. She regularly attended annual conventions and other association affairs.

The AVA extends deepest sympathy to Dr. Fryklund in his loss.

JERRY R. HAWKE

Jerry R. Hawke, 52, Executive Assistant for Vocational Education, Office of Education, died on the morning of August 28 at his home in Washington, D. C.

Mr. Hawke was born in Hazelton, Pa., and moved to Pittsburgh early in life. He received his A.B. degree at Carnegie Tech and his Master's Degree in Education from the Pennsylvania State College. From 1920 to 1925, Mr. Hawke was Director of Vocational Education at North Braddock, Pa., and for the next five years, he held a similar post in Haiti. Then came service as Director of Vocational Education for the Omaha, Nebraska, public schools.

In 1936, he joined the staff of the Office of Education as Special Agent for Trade and Industrial Education. He also served as Regional Agent for the Western Region, and held several other positions in the Vocational Division prior to becoming Executive Assistant.

By all who knew him, "Jerry" will be remembered as a kindly, sympathetic leader, optimistic and unselfish, liberal and tactful, a friend whose presence will be missed in the years ahead.

GEORGE S. SANDERS

George S. Sanders, 60, died on July 28 at his home in Santa Monica, California.

One of the nation's great leaders in vocational education, Mr. Sanders had served as a teacher, supervisor, state director, and special representative for the U.S. Office of Education, the War Department, and the Institute of Inter-American Affairs.

Mr. Sanders had recently returned from his latest international assignment for the War Department in Okinawa where he surveyed college public school vocational facilities in the Ryukyus Islands.

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Books and Bulletins

Home Economics in Colleges and Universities of the United States, Vocational Division Bulletin No. 244, Federal Security Agency, Office of Education, Washington, U. S. Government Printing Office, 1951. 54 pages, 20 cents.

This bulletin was prepared for the Home Economics Education Service of the U. S. Office of Education by Beulah I. Coon primarily to answer questions of visitors from other countries in regard to the college home economics program in this country and how it was developed. It gives a concise, well illustrated description of home economics in colleges and universities starting with the purpose of home economics and progresses to the place of home economics in different types of higher education institutions, the development of the curriculum, learning experiences of college students, graduate and research work, space and equipment needed for teaching home economics, and past and future development of home economics.

This bulletin has a definite place in a reference list for education courses for school administrators and counselors. It provides an excellent background for those who are responsible for planning, developing, and administering a college home economics program or guiding students in the selection of a career in home economics.

For the student it provides an excellent overview of the make up of a college home economics program and how such a program comes into being and remains abreast of changing times.—MRS. RAYMOND W. GREGORY, *International Relations Committee of the Home Economics Section of AVA.*

The Young Farmer Program, by Mark Nichols. The Interstate, Danville, Ill., 1951. 40 pages, 35 cents.

This new booklet "shows some of the possibilities of young farmer education and indicates principal ways of going about it."

* * *

Educational Publicity, by Benjamin Fine. Harper & Bros., 49 E. 33rd St., New York 16, N. Y., 1951. 561 pages, $6.00.

Authored by the New York Times Education Editor, this revised edition is intended for experienced publicity directors as well as beginners in the field. It is planned as a guide to the improvement of school public relations.

* * *

Educators Guide to Free Films, 1951. Educators Progress Service, Randolph, Wis., 1951. 462 pages, $6.00.

The 11th Annual Edition of the Educators Guide to Free Films replaces all volumes and supplements which have preceded it. Many films that are rented to schools by other agencies are free from sources in this guide.

* * *

Etching, Spinning, Raising and Tooling Metal, by Robert E. Smith. McKnight & McKnight Publishing Company, Bloomington, Ill., 1951. 88 pages.

This revised edition provides information about metals, tools and equipment and offers instruction in the various operation of metal working.

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Education, the Wellspring of Democracy, by Earl James McGrath. University of Alabama Press, University, Ala., 1951. 139 pages, $2.50.

U. S. Commissioner of Education McGrath views the present status of American public education in this book which presents his thesis that "American education must be strengthened from top to bottom and extended to additional millions if the democratic American way of life is to prevail . . ."

* * *

Merry Old Mobiles on Parade, by Hi Sibley. Goodheart-Willcox Co., 1321 South Michigan Ave., Chicago 5, Ill., 1951. 96 pages, $1.00, paperbound; $2.50, clothbound.

Here is a collection of photographs, drawings and cartoons of pioneer automobiles, from the first steam military tractor built in France 180 years ago through the earliest American makes to 1917. The author had personal experience with many of the models he describes.

* * *

Make Your Own Modern Furniture, by Norman Cherner. McGraw-Hill Book Co., 330 W. 42nd St., New York 18, N. Y., 1951. 140 pages, $4.00.

This book explains how a home can be furnished in good taste at little expense. It includes furniture construction plans as well as interior decorating ideas.

* * *

Food Preparation and Related Subjects: A Selected Annotated List of Visual Aids. National Council On Hotel and Restaurant Education, Benjamin Franklin Station, Box 7727, Washington, D. C., 1951. 46 pages, $1.00.

This new bulletin lists currently available films, filmstrips, slides and posters.

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